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ABSTRACT

The ERIC Futures Issues Component (EFIC) of the ERIC Clearinghouse on Counseling and Personnel Services (ERIC/CAPS) created a survey with each of the 16 ERIC Clearinghouses and the University of Michigan School of Education to identify emerging social issues and developments with potential for significantly affecting education. Respondents (N=79) to the 55-item survey were Clearinghouse staff members, Advisory Board members, and users of the ERIC system. Results suggested that among the ten items most often nominated as priorities for action, most deal with services and/or responses to special population groups such as women, adults, and minorities. Equal access to education and expanded opportunities for life-long and continuing education for all individuals were also rated high in action priority. The appendices contain the Futures Survey instrument, the means and standard deviations of responses to Part III items in the survey, data from all issues in Part IV of the survey, and a summary of data from the total sample concerning issues selected most or least often for educational involvement. (Author/HLM)

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EDUCATIONAL FUTURES: A SURVEY OF FUTURISTIC ISSUES AND EXPECTATIONS

By: Garry R. Walz and Jane Leu

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Introduction

ERIC has been receiving increasing numbers of special requests from administrators, planners, officials of professional associations, and R & D center personnel for information on the impact of current, major social issues and trends on educational practice and policy--issues such as career development, youth employment, services for the elderly, sexual equity, school violence, and sex education. The current emphases on zero-based budgeting, long-range planning, and anticipatory management have required that educators be able to identify and anticipate major social trends and use this lead time to generate viable responses. Typically, requests have been for searches of the ERIC system. Because these requests cut across the scopes of different Clearinghouses, they sometimes have involved information difficult to retrieve from the ERIC system.

Until recently, the response of ERIC/CAPS to this burgeoning number of requests had been *ad hoc* and relatively informal. The number reached such a proportion, however, that ERIC decided to undertake a systematic and planful approach to deal with this critical need.

Significant educational developments are the result of two major factors. The first is the emergence of a need or problem. The need may either be clearly identifiable and known or relatively diffuse and unacknowledged. Pursuing a given need may sometimes identify needs in other areas which were not known to exist. The second factor is the capacity to respond successfully to the need. The need for improved means of retrieving information on educational topics, for example, had long existed, but it took the vision and technology of ERIC to provide a viable response.

In our judgment, both factors not only were present but mandated that we develop a futures issues component within the ERIC system. The need for futuristic images of education and the generation of viable strategies and alternatives for responding to future needs and conditions was growing unabated. In essence, the single most important question asked of ERIC was, "How may we use our experiences from the present and the past to maximize our efficacy for tomorrow?" Because of this perceived mandate, ERIC/CAPS proposed and developed under special funding from NIE an ERIC Futures Issues Component (EFIC).

Functions

Building on our past experience and with the skills of the staff, we decided that EFIC should have four basic functions:

1. To identify emerging social issues and developments which have high probability of impacting upon education in a significant way in the middle-term future (5 to 15 years.) This process took the form of identifying developing major social issues, ranking them as to their predicted occurrence, and describing their possible/probable effects and impact on education.

2. To search ERIC and other national data bases and information sources for what was already known about the identified issues.

3. To link the resources and produce special papers and statements describing possible, probable, and preferred strategies for dealing with the emerging issues.

4. To utilize ERIC's search capability to provide special analyses of areas of interest to various publics. We judged that the information gathered might well be requested for speeches, policy papers, and the development of special programs and RFP's.

Products

ERIC Directors and Central ERIC personnel had frequently discussed the need and desirability for all ERIC Clearinghouses to work together more closely to achieve common goals. Typically, the discussions focused on a process, but did not identify a product. As a result of efforts over the past year, EFIC produced the following products:

1. A CAPS-produced paper on Educational Futures: A Survey of Futuristic Issues and Expectations. This document contains an analysis

of the survey developed conjointly by The University of Michigan and ERIC/CAPS and includes a section regarding implications of the survey results for educational leaders and practitioners as well as for the future of education itself.

2. A CAPS-produced paper on Futuristic Images of Guidance and Student Services. This document provides readers with images of the future of guidance and student services and highlights priorities which should be addressed in the middle-term future.

3. A monograph produced collaboratively by ERIC/CAPS and ERIC/ChESS, written by John D. Haas, and entitled Future Studies in the K-12 Curriculum. In this publication the author presents not only theory and concepts regarding futuristic thinking and planning but also describes specific ways in which practitioners at elementary and secondary levels can incorporate futures studies into what they teach.

This first year of the project is only a beginning, of course, and we are pleased to have been funded for 1980 to continue exploring in depth some of the ideas that emerged from this year's efforts. The survey analysis which follows can certainly help to point the way for persons who are concerned about the directions that education will or should take in the future.

The University of Michigan Futures Issues Survey

Description and Sample

The ERIC Futures Issues Component (EFIC) created a survey in collaboration with each of the 16 ERIC Clearinghouses and The University of Michigan School of Education to identify emerging social issues and developments with potential for significantly affecting education. The EFIC liaison members from each ERIC Clearinghouse generated a list of five to ten concerns, problems, issues, and/or future developments related to their Clearinghouse scope that could have an important impact on education in the next 10 to 20 years. These issues were combined into a 55-item survey. The survey was sent to each of the 16 ERIC Clearinghouses for response by staff members, Advisory Board members, and users. The sample of 79 respondents included (with multiple indicators allowed):

Adult Education	4
Career Education	9
Counseling and Personnel Services	16
Educational Management	11
Elementary and Early Childhood	6
Handicapped and Gifted Children	3
Higher Education	14
Information Resources	10
Junior Colleges and Community Colleges	6
Languages and Linguistics	3
Reading and Communication Skills	3
Rural Education and Small Schools	5
Science, Mathematics, and Environmental Education	4
Social Studies/Social Science	3
Teacher Education	6
Tests, Measurement, and Evaluation	6
Urban Education	5
Vocational/Occupational Education	6
Administrators	33
Counselors	3
Policy Makers/Planners	13
Researchers	25
Teachers at the Elementary and Secondary Levels	3
Teachers at the College or University Level	20
ERIC Staff Members	26

By utilizing the resulting cross-disciplinary experience and expertise, this survey of ERIC staff members, Advisory Board members, and users offers a uniquely holistic view summarized in this paper. This holistic perspective also enables us to contrast the opinions of the respondents by subject area--a procedure necessary for strategizing action plans.

To maximize analysis benefits of the cross-disciplinary sample we asked respondents in Part I of the survey to indicate their area of work and type of work. In Part II we asked them to mark one of four scenarios as most preferable and one as most likely. Part III of the survey contains a number of questions relating to the futures orientation

of the respondents. Part IV contains the 55 issues and concerns generated by EFIC liaison persons in the 16 Clearinghouses of ERIC. In Part IV we asked respondents not only how involved they thought education should be in the next 10 to 15 years in responding to the issues and concerns, but also their expectations as to how much education would really accomplish which would have a significant impact on resolution of the issues or concerns. Respondents were also asked to select 10 issues and/or concerns they felt should have top priority for action. A copy of the survey will be found in Appendix A.

Given the relative lack of respondents who are counselors or teachers at the elementary and secondary level our analysis by type of work is quite limited. We suggest that this is an area with potential for further research.

Scenario Responses

By examining which of the four scenarios respondents thought most likely to occur (scenarios 1 and 3 are optimistic; scenarios 2 and 4 are pessimistic), we can consider 63% of those responding to be optimists and 27% to be pessimists. It is interesting to note that 73% of the sample found scenario 3 (Cultural Transformation) to be most preferable. Since only 8.1% thought this scenario was most likely to occur, educators should give greater attention to helping shape the future toward such a preferable cultural transformation.

Futures Orientation of Respondents

Appendix B contains the means and standard deviations of the responses to the questions in Part III of the survey. There is fairly strong agreement across area and type of work that imaging a number of alternative futures for different social and/or educational issues is highly useful for planning and decision-making--and that identifying alternative directions/developments that may characterize education in the next 10 to 15 years would assist educators to create the programs and resources needed for the future. Yet educators and practitioners in all areas and types of work are not generally seen as demonstrating a high degree of awareness of the importance of studying the future. Hence a need exists to expand futures consciousness, especially in the areas of elementary and early childhood education, reading and communication

skills, and teacher education. Another sign of the need for expanded futures consciousness is the general lack of consensus as to issues and concerns which will command the attention of educators during the next 10 to 15 years. As important as it is to consider alternative futures, we must not lock ourselves into any one prediction, a stance that seems to be accepted generally by our sample. In most of the areas there is fair agreement on interest and use for a "Futures Kit" which would help teachers to increase awareness of students regarding futures issues and options. A model Futures Kit needs to be developed and tested for effectiveness. Further evidence of the need for such futures consciousness expansion is the general disagreement with the statement that students exhibit a high degree of awareness of future issues and alternatives. From our sample it appears that students in urban education have the most futuristic awareness. All respondents agreed that ERIC has the potential to become a substantive source of ideas and information for planning, policy-making, and decision-making. ERIC can lead educators to an increasing futures perspective and hence help to futurize the societal consciousness.

Analysis of Part IV--Involvement of Education and Expectations for Response

Let us examine the responses to the issues by highlighting those with the highest or lowest means for how involved education should be in responding to the issues, and those nominated most frequently as having top priority for action. Appendix C contains the data from all of the issues in Part IV of the survey. Appendix D summarizes data from the total sample regarding those issues that were selected most or least often for educational involvement.

The issues with lowest mean involvement all refer to increasing centralization and federal involvement (items 22, 24, and 55). We can thus infer that local decision-making is valued. A similar study should include an item on local decision-making. It is interesting to note that despite a relatively low involvement mean of 2.6, 10 respondents include as top priority for action the role of the courts in determining educational policy, programs, and practices (item 37). Several educators are concerned about the development of a dual education system as a result of training activities initiated by the Department

of Labor (item 26). It is surprising that this issue is not seen as more important for involvement than the mean of 2.5 indicates. Three respondents did nominate this issue as having top priority for action. Perhaps the wording of the item is responsible for the relatively low involvement response. When a similar survey is done again, a reworded item addressing this issue should be included. It is also interesting to note that this item has one of the lowest means for expectations as to how much education will really accomplish which will have a significant impact on the concern.

Another current development is the increasing use of hourly-rate, part-time teachers and nonprofessionals in the educational process with associated diversity in organizational management and payment (items 18 and 34). The meaning of the relatively low mean involvement scores of 2.6 and 2.8 on these items is unclear. Perhaps lack of awareness is responsible, since the respondents in educational management have substantially higher involvement scores for these items. Further attention must be given to this development and its potential, such as job-sharing.

Much of the educational futurist literature speaks to the inappropriateness of the organization of the current curriculum by separate subjects. In our sample those in languages and linguistics are significantly less in favor of education becoming involved in replacement of traditional specializations by broad and integrative studies than are other respondents (item 17). Those in urban education are most in favor of such changes. Educational futurists have their work cut out in convincing others of the potential benefits of integrative studies.

Another possible development being discussed by educational futurists is greater options for students in determining <u>where</u>, <u>when</u>, and <u>how</u> they obtain their education (item 52). In our total sample the mean involvement for this development is 3.0, in the lowest quartile, with 11 respondents selecting it as a top priority for action. Respondents in languages and linguistics; junior colleges and community colleges; and tests, measurement, and evaluation are substantially less in favor of involvement in this development. Those in elementary and

early childhood education and science, mathematics, and environmental education are the leaders for such involvement. Again there is a need for further discussion of potential benefits and expanded awareness. Related to this issue are items 27 and 38:

27. Growth of the self-help or self-directed learning movement and resultant decreased dependence upon traditional educational institutions.

38. Effects of consumer groups on educational policy, programs, and practices.

Both of these have lowest quartile mean involvements for our total sample, 2.9 and 3.0. If alternatives to the present K-12 structured education are not made available by educators, then increasingly consumer groups will form their own learning movements outside the traditional educational institutions. Educators cannot afford to ignore these issues.

One last item in the lowest quartile of involvement should be noted--development of and involvement in preretirement programs (item 49). With the approaching graying of America there is an increasing need for such programs. In our sample those in elementary and early childhood education and counseling and personnel services are the leaders for involvement in this development. Perhaps once again this demonstrates lack of awareness on the part of other specialties and need for further futures consciousness expansion.

The item with the highest mean involvement score for the total sample is equal access to education and jobs by women (item 1). This item also has the highest mean involvement score for respondents in 11 of the 17 areas of work and in 4 of 6 types of work. Twenty-seven of the respondents include this issue as having top priority for action, making it fourth in frequency of nomination in that respect. Ten years ago the response would have been much lower; so while this level of response is necessary for needed continuing development, it also demonstrates the potential of social change. Perhaps we can all work together to bring about a preferable cultural transformation by the end of the 20th century.

The item most frequently nominated as having top priority for action is expanded opportunities for life-long and continuing education for all

individuals (item 14). The total sample mean involvement is also high, 3.7, and is the highest mean involvement for respondents in five of the areas of work and for respondents who are college or university professors. This is obviously an educational issue of growing importance for the future and must be addressed in educational planning. It is interesting to note that the expectations as to how much education will really accomplish which will have significant impact are higher for this issue than any other.

Closely related to these top issues and also in the highest quartile of involvement or priority for action are items 2, 3, 13, 15, and 28:

2. Equal access to education and jobs by racial and ethnic minorities.
3. Maintenance of rights and support for needs of all groups, including the dominant group as well as culturally different, handicapped, etc.
13. More substantive response to the needs of increasingly diverse students, e.g., adult students, part-time students, those not working on a degree, foreign students, women, and racial/ethnic minorities.
15. Greater response to the special needs and interests of an increasingly older postsecondary student body.
28. Greater correlation of education and work, involving such issues as school-to-work transition, work-to-school flexibility, experiential education, and experience-based career education.

Educational planning must address the changing needs of a changing student body and changing work force. This is generally expressed by both the educational futurists and our respondents across areas and types of work. However, one interesting observation is that item 28 is in the lowest quartile of involvement for respondents in adult education: 3.0 compared to a total sample mean involvement of 3.5. It is important for all educators to examine implications and applications of these items for their area and type of work. What new programs are needed? How should existing programs be changed to meet these needs? How can resources best be utilized to meet these needs?

The rapid rate of technological change has strong implications for the type of education needed. Educational futurists and our respondents agree that education should shift from factual acquisition to information

searching and active learning (item 10). In addition to a high mean involvement of 3.6, 30 respondents include item 10 as a top priority for action. Only respondents in languages and linguistics do not support such a shift. Related to this is greater response to and greater use of community resources (item 11). This also has a high mean involvement of 3.6, with 16 respondents including it as having top priority for action. Some educational futurists envision future education as taking place in the community rather than in its own institutional setting.

Considering implementation of the changes already discussed, it is obviously important to develop methods of assessing individual competency and skill in all aspects of education (item 42) and to develop resources for continual upgrading of the knowledge and competencies of educators at all educational levels (item 48). Both of these are in the highest quartile of involvement for our total sample, with means of 3.5 and 3.6 respectively. But it should be pointed out that the respondents in elementary and early childhood have a mean involvement of 2.8 for item 42, falling in their lowest quartile. Expectations as to how much of significance could be accomplished are somewhat low for item 48. Since respondents in teacher education have a mean involvement of 3.7 for this issue, it is especially important for teacher educators to become involved creatively.

Related to these items is identification and dissemination of effective educational programs and practices (item 23). This also has strong support across area and type of work with top quartile mean involvement of 3.6, top quartile mean expectation of 2.8, and top quartile frequency of nomination as high priority for action of 24. We must evaluate educational programs and practices, change those that are not meeting needs, and share those which are effective. Hence it is not surprising that development of information data banks to aid in educational planning and decision-making (item 39) and increasing amounts and availability of information through an emphasis on processing, dissemination, and accessibility (item 20) are also strongly supported by our respondents. Item 39 has a highest quartile mean involvement of

3.6 and a highest quartile mean expectation of 2.9. Item 20 has a mean involvement of 3.5, a top quartile mean expectation of 2.8, and a top quartile frequency of nomination for top priority for action of 23. Educators can appropriately use the technological developments in information science for preferable changes in the educational process.

Developing harmonious relationships between diverse groups vying for power to make educational decisions, e.g., teacher unions, parent groups, professional associations, boards of education, state and federal legislatures (item 25), has a top quartile involvement mean of 3.6. But the mean expectation as to how much education will really accomplish which will have significant impact on this issue is lower than that for any other issue in the survey: 1.8. Creative innovations are necessary to help narrow the involvement-expectation gap.

Preparing parents for different roles and increased responsibilities in providing systematic learning experiences for children (item 40) has a mean involvement of 3.5, a mean expectation of 2.1 (in the lowest quartile of expectations), and a highest quartile frequency of nomination as top priority for action of 22. This issue also needs creative innovations to narrow the involvement-expectation gap. In developing plans to help parents assume new roles and responsibilities it is important to consider that no more than one third of families today have a parent at home full time, that the number of one-parent families is increasing, and that the percentage of mothers working is increasing.

For the sake of brevity we shall not discuss most of the issues falling in the middle range of involvement--3.0 to 3.5. Readers are, however, encouraged to study the data in Appendix C and think about implications and applications of these issues. There are two which we cannot restrain ourselves from pointing out. Provision of child care programs in educational settings (item 4) has a mean involvement of 3.1, with 11 respondents including it as top priority for action.

This issue is in the upper 20% of mean involvement for respondents in elementary and early childhood education, languages and linguistics, reading and communication skills, and urban education. It is in the lower 20% of mean involvements for respondents in adult education, career education, counseling and personnel services, handicapped and gifted children, higher education, information resources, rural

education and small schools, and vocational/occupational education. Especially if parents are working they find it difficult to continue their education without child care help; hence, there are implications for adult education and higher education that may not be obvious. This issue grows in importance with the increasing percentage of children with parents who work and/or are continuing their education. Educators can lead in developing and evaluating child care programs, as well as in disseminating information about child care.

Being educational futurists, among other things, the authors have a special interest in increasing futures perspective in all aspects of the educational process (item 32). This issue has a mean involvement of 3.4 and is included by 15 respondents as having top priority for action. Only respondents in languages and linguistics fail to support involvement. It is interesting to observe that the pessimists (those who picked scenario 2 or 4 as most likely) support involvement more than the optimists (those who picked scenario 1 or 3 as most likely). By attempting to shape future outcomes, perhaps the disasters can be avoided or lessened in impact and preferable outcomes maximized.

General Observations

In analyzing the survey responses and sharing the results we feel that we can make several general observations. A striking division exists between priorities and expectations--a sense of hopelessness and despair seems to pervade. People experience difficulty thinking beyond the immediacy of their own identity, profession, and specialty. Linkages are needed across disciplines, concerns, and specialties. By cooperatively planning and working together we can all shape the future in more preferable directions. But instead, a "haggling effect" seems to be operating. When presented with information about the future, many people focus on item minutia personally relevant to them rather than the general impact and basic relevance in a larger context.

Many implications and questions are raised by these educational futures issues. Let us examine a few of them very briefly. Educators need help in developing strategies for increasing awareness of future trends and alternatives in their fields and in education in general.

They need to be resource resourceful about the future. A Futures Kit could help in areas of needs assessment and identification/clarification of issues, as well as resources. Infusion of futures studies is needed throughout the curriculum. To facilitate this a resource bank for futures studies should be created. This point was repeatedly made at the 1979 meeting of the Education Section of the World Future Society. The ERIC system has great potential for undertaking this task in a more focused way than it is currently doing. The educational power structure should be examined at the national, state, and local levels. Who is making what decisions with input from whom? The newly established Department of Education should work with the Department of Labor to examine dual educational systems and training programs to cut out overlap and waste and to establish greater cooperation. School districts should be involved in building future-thinking into their planning and decision-making. Ancillary services in schools, such as day care for children of staff and students, should be explored. What needs could/should be met by more outreach, service-oriented activities?

Means of financing the educational process and associated services need to be examined. Will adding options increase or reduce cost, facilitate greater funding, etc.? More attention must be given to clearly defining the basics of a "good" education--what knowledge, skills, and competencies are needed? More attention should also be given to examining the alternatives to traditional, formal education--work-study, self-help, education outside the classroom, etc. What will be the impact of computer-assisted instruction and other changes in educational technology? What role will consumerism and consumer outcry for accountability play in the educational process? What effects will this have on planning, funding, programs, etc.?

Simple and sound evaluation strategies must be developed for educational programs. Exemplary educational programs and practices should be identified and publicized. Education personnel need help becoming change agents and developing strategies to overcome barriers to change. What eases/quickens the rate of adoptions of innovations/changes?

Educators need to be more proactive in their interactions with parents and community members. Schools should help students and parents

learn how to be effective, active, and cooperative learners. How can educators merge the goal of equal access to education with decisions/ramifications of the Bakke and deFunis cases? Can racial and cultural barriers be truly overcome? Should the educational process be responsive to various group needs (for example, ethnic minorities and handicapped) or mainstream everyone or "homogenize" everyone? Who will make these decisions? Educators should lead in an examination of the roles of education, work, and leisure in the society and for the individual.

Too many people believe that having an advanced degree gets one a better job and more money. How is rapid technological change affecting work and life-style? What happens with increasing leisure time, increasing obsolescence of jobs, and increasing creation of unimagined jobs? How can education best respond to these issues and enable individuals and the society to cope with future shock? A greater emphasis is needed on planning for education and life-style, starting in the early years and continuing through the later years. Focusing more on life/career development and the potential to shape the future will make the future less threatening and will reduce the prevailing sense of hopelessness and despair.

Conclusions and Implications

The EFIC survey presents a series of snapshots of how educators perceive different educational trends and developments, which issues they believe we should prioritize in our actions, and their degree of optimism regarding successful responses to those issues. Both the limited sampling size and the nature of the sample make the drawing of specific conclusions difficult. More appropriately, the survey should be seen as a stimulus for generating ideas and insights which can then become the objects of more intensive study and analysis.

Among the more interesting inferences to be drawn from the study is the diversity of the responses. None of the items received nominations by 50% or more of the respondents as a priority for action. Even the ten most frequently nominated responses were chosen by no more than 25% of the total respondent group. Across a broad spectrum of educators it appears to be difficult to obtain consensus as to what

our priorities for educational action should be--even when the actions in question are not highly specific to subject matter areas. From the survey responses it would appear that dealing with cross-educational priorities is an unusual experience for many if not most educators. Thus, if the stance taken by the National Institute of Education and the Office of Education on educational policies is to reflect broadly the inputs of diverse educational specialties, more opportunities for discussion about broad educational priorities would seem to be highly desirable. Clearly, ERIC and EFIC could facilitate national interaction on priorities by surfacing issues and concerns and disseminating them to professional associations for discussion by members.

One can read into the survey results a sense of hopelessness and despair, a feeling that issues may be identified and prioritized but that little can be done to resolve them. Perhaps gaining a broader consensus as to what the priorities are, and then dealing intensively with a few priorities rather than with many would lead to the kind of visible progress in meeting the priorities which would instill optimism and motivate educators to take more action.

Interestingly, the respondents see an important role for ERIC in providing ideas and information for policy-making and planning. Not discussed in the survey but associated with it is the notion that ERIC could undertake a more active role not only in disseminating the information but in interpreting it and focusing attention on needed priorities and actions. In the business world access to information is highly correlated with power and capacity to initiate change. Perhaps an underutilized role of ERIC is to serve as a paladin of those actions and practices which analysis of ERIC's cavernous data banks has identified as being of compelling importance. In this role ERIC not only could draw attention to the importance of information and thereby underwrite greater awareness of the information (and, incidentally, of the ERIC system) but, even more important, could help to narrow the gap between people knowing about something and doing something about it.

The nature of the ten items most often nominated as priorities for action is an interesting topic for consideration. A substantial number of items deals with services and/or responses to special population

sub-groups, e.g., women, minorities, adults (Nos. 1, 14, 13, 15, and 40). They involve a change in attitudes and focus more than the development of extensive systems or resources. They require national consensus as to where we will devote our energies and what are our educational values. Progress on these topics needs debate and discussion, as well as commitment by individual educators and educational groups to carry through and act on what they profess to believe. Extensive outlays for new programs will not succeed unless the intent to carry through on the goals and values inherent in the programs is present.

Raising more questions than are answered has been described as a characteristic of good research. One important outcome of EFIC may be its assistance in pinpointing areas of inquiry and investigation which offer promise of providing significant findings. The following questions are offered as useful leads that EFIC has identified as having enough data/substance behind them to warrant further study.

1. Numerous differences have been identified among educational specialties in regard to optimism toward the future, priorities for educational action, and a futures orientation in teaching. Can we identify these differences more definitely and explore their meaning more fully? Potentially, the experiences of one educational specialty in responding to critical educational issues could be communicated to and used by another specialty. Perhaps we have too long viewed education in the aggregate, when in fact it is composed of sub-groupings with significant differences in value sets, professional goals, and educational practices. Our attention may need to be directed to differences among specialties and we may need to stop speaking and acting as if they were a homogenous unit.

2. There is a clarion call from those surveyed, ERIC staff and Advisory Commission members for the most part, as to the need for new concepts regarding ERIC's role in information dissemination and educational leadership. How can ERIC draw attention to significant trends and developments? What can be done to identify significant gaps and deficiences in the information base? Is a way available for ERIC to become proactive, to serve an early warning function, to use the present information base as a device for sensitizing the educational community to needs that require identification and response?

3. Considerable positivism in most educational specialties is expressed for increasing the futuristic perspective of students. There is consensus that students need to see the relationship between educational specialties and future developments. A basic question relates to whether each educational specialty should grapple with the task of orienting its present and future members to alternative futures through its own resources, or if a collective approach might be preferable and available. Could a "Futures Kit" be developed which, using selected ERIC resources plus newly created ones, would provide an ERIC futures primer to be adapted or adopted by different Clearinghouses and educational specialties? Would the development of such a kit promote an enhanced futuristic orientation by users as well as encourage them to think of ERIC in more proactive terms?

4. Over the past decade ERIC/CAPS has been initiator of or party to many special ERIC projects. None of those initiatives has engendered as much interest or enthusiasm as has EFIC. The idea that ERIC could provide a window on the future, could image the educational developments and conditions that will characterize the future, is heady. If an exploratory effort such as EFIC can in its first year of operation ignite so much interest, then a critical question is what could and should ERIC do in future initiatives? Would an extensive survey involving a larger and more representative sampling of educational specialties provide definitive results regarding the differences among the specialties? A content analysis of the ERIC data base would reveal where implicit emphases and priorities are in American education. Would it be useful to compare the implicit emphases with explicit pronouncements of educational leaders to analyze the degree of relationship between the two? Could a futuristic survey provide insight into unexpected educational changes which have the potential to affect significantly the structure and delivery of American education?

A vital step in ERIC future initiatives would seem to be to determine the most viable way for translating the futures-significant data residing in ERIC documents and human linkages into a form that would facilitate their widespread dissemination and use. To ignore the important role that ERIC can play in directing our attention and energies to areas of educational need would be to minimize the true potential of the ERIC system.

At the National Dissemination Forum meeting in 1979, the Deputy Director for NIE, Michale Timpane, stated that if he had the opportunity to make a choice about where to put priorities for the future, he would place the Number One emphasis on synthesis. That is what this new ERIC component is all about. It is a new form of synthesis--utilizing what we know about the present to prepare for the future. It is a way of saying, "Let us identify the critical social issues that will affect education in the future and start now to retrieve existing resources and generate new strategies for responding to these issues." This synthesis of viable responses to the future can be particularly instrumental in focusing future efforts both within ERIC and within NIE to maximize educational outcomes. It is a project which could not have been accomplished five years ago; but given our present level of resources and know-how, we think that it was "an idea whose time has come."

Appendix A

F U T U R E S S U R V E Y

Conducted by

School of Education
The University of Michigan

In collaboration with

ERIC Futures Issues Component
ERIC Counseling and Personnel Services Clearinghouse

School of Education
The University of Michigan
Ann Arbor, Michigan 48109

1979

Futures Survey

School of Education, The University of Michigan
ERIC Futures Issues Component

I. Please identify your primary area and type of work by checking the appropriate descriptors below. (Please check at least one in both columns.)

Area of Work	Type of Work
___ Adult Education	___ Administrator
___ Career Education	___ Counselor
___ Counseling and Personnel Services	___ Policy Maker/Planner
___ Educational Management	___ Researcher
___ Elementary and Early Childhood Education	___ Teacher at the elementary level
___ Handicapped and Gifted Children	___ Teacher at the secondary level
___ Higher Education	___ Teacher at the community college level
___ Information Resources	___ Teacher at the college or university level
___ Junior Colleges and Community Colleges	___ Other _____
___ Languages and Linguistics	
___ Reading and Communication Skills	
___ Rural Education and Small Schools	
___ Science, Mathematics, and Environmental Education	
___ Social Studies/Social Science Education	
___ Teacher Education	
___ Tests, Measurement, and Evaluation	
___ Urban Education	
___ Vocational/Occupational Education	
___ Futures Studies	
___ Other_____	

II. Please mark with a "P" one of the following four possible future trends that you would most prefer to happen. Please mark with an "L" one of the four trends (it may be the same one) that you believe is most likely to occur.

P	L	
___	___	The future will be a continuation of past trends toward a generally optimistic Post-Industrial Age. There will be awkward periods and times of crisis, but eventually with technological advances the 21st century will be brighter than today.
___	___	The future will be a continuation of past trends toward ecological and economic collapse.
___	___	The future will include a cultural transformation with a change in societal and personal values and priorities. Emphasis will be on living cooperatively and in harmony with nature.
___	___	The future holds global disaster, e.g., a nuclear war, terrorist use of nuclear materials, wide-spread famine, or cultural conflicts that will be devastating to society.

III. For each of the following statements please circle a number from 1 (strongly) disagree) to 4 (strongly agree) to indicate your reaction to the statement.

Strongly Disagree			Strongly Agree	
1	2	3	4	Imagining a number of alternative futures for different social and/or educational issues is highly useful for planning and decision making.
1	2	3	4	As presently organized, information systems such as ERIC are of little value in determining educational and social futures.
1	2	3	4	As a group, educators in my specialty demonstrate a high degree of awareness of the importance of studying the future.
1	2	3	4	As a group, practitioners in my specialty demonstrate a high degree of awareness of the importance of studying the future.
1	2	3	4	There is consensus among educators in my specialty as to the issues and concerns which will command our attention during the next 10 to 15 years.
1	2	3	4	The educational priorities regularly established by NIE are consistent with those generally agreed upon by my educational specialty.
1	2	3	4	The most useful futures product would be a set of highly specific predictions regarding future educational developments.
1	2	3	4	There would be a great deal of interest and use in my educational specialty for "futures kits" which would help teachers to increase the awareness of students regarding futures issues and options.
1	2	3	4	Students in my specialty exhibit a high degree of awareness of future issues and alternatives.
1	2	3	4	Identifying alternative directions/developments that may characterize education in the next 10 to 15 years will assist educators to create the programs and resources needed for the future.
1	2	3	4	ERIC has the potential to become a substantive source of ideas and information for planning, policy, and decision making.
1	2	3	4	ERIC itself should be involved in determining significant future educational trends and developments rather than depending upon others to do it.

IV. For each issue or concern listed below please circle a number to indicate:

a. how involved you think education should be in the next 10 to 15 years in responding to this issue or concern; and

b. your expectations as to how much education will really accomplish which will have significant impact on the issue or concern.

Education is used to refer to all educational levels and settings unless otherwise specified by the individual item.

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
Example								
You might feel that education should give high priority to providing equal access for women to education and jobs. Therefore, you would circle 4 under "Involvement." You might also believe that while this is a major concern, real questions exist as to how much will be accomplished through education. Therefore, under "Expectations" you would circle 2.	1	2	3	(4)	1	(2)	3	4
1. Equal access to education and jobs by women.	1	2	3	4	1	2	3	4
2. Equal access to education and jobs by racial and ethnic minorities.	1	2	3	4	1	2	3	4
3. Maintenance of rights and support for needs of all groups, including the dominant group as well as culturally different, handicapped, etc.	1	2	3	4	1	2	3	4
4. Provision of child care programs in educational settings.	1	2	3	4	1	2	3	4
5. Increasing accountability in all aspects of the educational process.	1	2	3	4	1	2	3	4
6. Development of an appropriate balance between accountability and child advocacy.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
7. Effects of minimum competency testing on curriculum and on students of different ages and in different settings.	1	2	3	4	1	2	3	4
8. Overcoming the effects of test bias and the differential suitability of tests for various educational subgroups.	1	2	3	4	1	2	3	4
9. Broadening educational focus on the cognitive domain to a more global concern with cognitive/ affective/psychomotor domains.	1	2	3	4	1	2	3	4
10. Shifting from factual acquisition to information searching and active learning.	1	2	3	4	1	2	3	4
11. Greater response to and greater use of community resources.	1	2	3	4	1	2	3	4
12. Increased linking of education with industry and business.	1	2	3	4	1	2	3	4
13. More substantive response to the needs of increasingly diverse students, e.g., adult students, part-time students, those not working on a degree, foreign students, women, and racial/ ethnic minorities.	1	2	3	4	1	2	3	4
14. Expanded opportunities for life-long and continuing education for all individuals.	1	2	3	4	1	2	3	4
15. Greater response to the special needs and interests of an increasingly older postsecondary student body.	1	2	3	4	1	2	3	4
16. Increased emphasis on individualized learning plans tailored to the needs of each person.	1	2	3	4	1	2	3	4
17. Replacement of traditional specializations, e.g., English, social studies, science, etc., by broad and integrative studies.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
18. Increased use of hourly-rate, part-time teachers and non-professionals in the educational process.	1	2	3	4	1	2	3	4
19. Movement away from traditional credentialing toward skill development.	1	2	3	4	1	2	3	4
20. Increasing amounts and availability of information through an emphasis on processing, dissemination, and accessibility.	1	2	3	4	1	2	3	4
21. Better use of technology by capitalizing on its potential and minimizing its less desirable effects.	1	2	3	4	1	2	3	4
22. Increasing involvement of Congress in mandating models and techniques for the evaluation of funded programs.	1	2	3	4	1	2	3	4
23. Identification and dissemination of effective educational programs and practices.	1	2	3	4	1	2	3	4
24. Increasing centralization in administration and planning for education.	1	2	3	4	1	2	3	4
25. Developing harmonious relationships between diverse groups vying for power to make educational decisions, e.g., teacher unions, parent groups, professional associations, boards of education, state and federal legislatures.	1	2	3	4	1	2	3	4
26. Effects of a dual education system as a result of training activities initiated by the Department of Labor.	1	2	3	4	1	2	3	4
27. Growth of the self-help or self-directed learning movement and resultant decreased dependence upon traditional educational institutions.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
28. Greater correlation of education and work, involving such issues as school-to-work transition, work-to-school flexibility, experiential education, and experience-based career education.	1	2	3	4	1	2	3	4
29. Emphasis on rights of young people vs. responsibilities of parents and society.	1	2	3	4	1	2	3	4
30. Development of an appropriate balance between individual needs for confidentiality and privacy and the need for ready access to computerized banks of records and information.	1	2	3	4	1	2	3	4
31. Educational needs of students and communities resulting from urban to rural migration.	1	2	3	4	1	2	3	4
32. An increasing futures perspective in all aspects of the educational process.	1	2	3	4	1	2	3	4
33. Increased options and choices for the individual as to how education may be acquired and financed--voucher system, independent study, computerized video home learning, etc.	1	2	3	4	1	2	3	4
34. Increasing diversity in organizational management and payment of individuals in the educational process.	1	2	3	4	1	2	3	4
35. Attempts to obtain funding for increasing costs associated with providing quality and diversified educational programs.	1	2	3	4	1	2	3	4
36. Problems associated with the decreasing role of local communities in financing and determining the emphasis of educational programs.	1	2	3	4	1	2	3	4
37. Role of the courts in determining educational policy, programs, and practices.	1	2	3	4	1	2	3	4

		a. Involvement				b. Expectations			
		Little or None			Great	Little or None			Great
38.	Effects of consumer groups on educational policy, programs, and practices.	1	2	3	4	1	2	3	4
39.	Development of information data banks to aid in educational planning and decision making.	1	2	3	4	1	2	3	4
40.	Preparing parents for different roles and increased responsibilities in providing systematic learning experiences for children.	1	2	3	4	1	2	3	4
41.	Increased access to and usability of information systems by non-professional educators, e.g., parents, consumer groups, business, and industry.	1	2	3	4	1	2	3	4
42.	Methods of assessing individual competency and skill in all aspects of education.	1	2	3	4	1	2	3	4
43.	Assistance to persons of all ages in life and career planning and decision making.	1	2	3	4	1	2	3	4
44.	Emphasis on nutrition, exercise, and health maintenance.	1	2	3	4	1	2	3	4
45.	Programs responding to drug and alcohol abuse.	1	2	3	4	1	2	3	4
46.	Development of alternative uses for surplus educational rooms and facilities.	1	2	3	4	1	2	3	4
47.	An enhanced international, global perspective of education with increased sharing of ideas and resources.	1	2	3	4	1	2	3	4
48.	Development of resources for continual upgrading of the knowledge and competencies of educators at all educational levels.	1	2	3	4	1	2	3	4
49.	Development of and involvement in preretirement programs.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
50. Preparation of helping specialists to assist people in making critical life decisions and transitions.	1	2	3	4	1	2	3	4
51. Preparation of educators as change agents to promote change in our educational institutions.	1	2	3	4	1	2	3	4
52. Alternatives to present K-12 structured education with greater options for students in determining where, when, and how they obtain their education.	1	2	3	4	1	2	3	4
53. Clearer determination of methods and sources for educational funding, e.g., the contribution of local, state, and/or federal government.	1	2	3	4	1	2	3	4
54. Providing opportunities for students to explore careers through seeing and interacting with people in different careers.	1	2	3	4	1	2	3	4
55. Greater responsibility of the federal government in determining the financing of education and the share to be contributed by local and state government.	1	2	3	4	1	2	3	4

If you believe there is an area we have not identified that should be listed and responded to, please do so.

	1	2	3	4	1	2	3	4

Of the issues and concerns listed above, please select 10 that you feel should have top priority for action. Please indicate your selections be circling the item numbers of those 10 in the left-hand margin.

Appendix B

Data Regarding Futures Orientations of Respondents

III. Strongly Disagree 1 2 3 4 Strongly Agree

Imagining a number of alternative futures for different social and/or educational issues is highly useful for planning and decision-making.

	N	Mean	S.D.
Total	78	3.4	.83
Adult Education	4	4.0	0.00
Career Education	9	3.7	.71
Counseling and Personnel Services	16	3.8	.40
Educational Management	11	3.3	1.00
Elementary and Early Childhood Education	6	3.7	.52
Handicapped and Gifted Children	3	3.3	.58
Higher Education	14	3.9	.36
Information Resources	10	3.6	.70
Junior Colleges and Community Colleges	6	3.3	1.21
Languages and Linguistics	3	2.0	1.00
Reading and Communication Skills	3	3.3	1.15
Rural Education and Small Schools	5	3.6	.89
Science, Mathematics, and Environmental Education	4	3.2	.96
Social Studies/Social Science Education	3	3.7	.58
Teacher Education	6	3.2	.98
Tests, Measurement, and Evaluation	6	3.3	.82
Urban Education	5	3.2	.84
Vocational/Occupational Education	6	3.3	1.03
Administrator	32	3.6	.80
Counselor	3	3.7	.58
ERIC Staff	26	3.4	.81
Policy Maker/Planner	13	3.8	.55
Researcher	25	3.6	.71
University Professor	20	3.6	.89
Prefer 1	19	3.3	1.00
Prefer 3	54	3.5	.77
Likely 1	40	3.4	.83
Likely 2	14	3.8	.43
Likely 3	6	3.5	.84
Likely 4	13	3.5	.88

Strongly Disagree			Strongly Agree
1	2	3	4

As presently organized, information systems such as ERIC are of little value in determining educational and social futures.

	N	Mean	S.D.
Total	77	2.2	.96
Adult Education	4	2.2	.96
Career Education	9	1.8	.67
Counseling and Personnel Services	16	1.9	.81
Educational Management	11	2.0	1.00
Elementary and Early Childhood Education	5	2.4	.89
Handicapped and Gifted Children	3	2.0	1.73
Higher Education	14	2.0	.88
Information Resources	10	2.2	1.03
Junior Colleges and Community Colleges	6	2.0	1.10
Languages and Linguistics	3	2.0	1.00
Reading and Communication Skills	3	1.7	.58
Rural Education and Small Schools	5	1.6	.89
Science, Mathematics, and Environmental Education	4	2.0	1.41
Social Studies/Social Science Education	3	2.3	.58
Teacher Education	6	2.2	.41
Tests, Measurement, and Evaluation	6	1.7	.82
Urban Education	5	2.6	.89
Vocational/Occupational Education	6	2.0	1.10
Administrator	32	2.0	.90
Counselor	3	1.3	.58
ERIC Staff	25	2.2	.93
Policy Maker/Planner	13	1.8	.80
Researcher	25	2.1	.88
University Professor	20	2.2	1.07
Prefer 1	19	1.9	.85
Prefer 3	54	2.3	.99
Likely 1	40	2.1	1.00
Likely 2	14	2.4	.93
Likely 3	6	2.5	1.05
Likely 4	12	2.1	.90

Strongly Disagree			Strongly Agree
1	2	3	4

As a group, educators in my specialty demonstrate a high degree of awareness of the importance of studying the future.

	N	Mean	S.D.
Total	78	2.3	.98
Adult Education	4	2.5	.58
Career Education	9	2.4	.73
Counseling and Personnel Services	16	2.1	.89
Educational Management	11	2.6	1.00
Elementary and Early Childhood Education	5	1.6	.89
Handicapped and Gifted Children	3	3.0	1.00
Higher Education	14	2.4	1.08
Information Resources	10	2.2	.79
Junior Colleges and Community Colleges	6	2.8	.98
Languages and Liuguistics	4	2.2	.96
Reading and Communication Skills	3	1.7	1.15
Rural Education and Small Schools	5	2.0	1.41
Science, Mathematics, and Environmental Education	4	3.0	1.15
Social Studies/Social Science Education	3	2.0	1.00
Teacher Education	6	1.7	.82
Tests, Measurement, and Evaluation	6	2.3	1.03
Urban Education	5	2.6	1.14
Vocational/Occupational Education	6	2.8	.75
Administrator	33	2.4	1.03
Counselor	3	2.3	.58
ERIC Staff	25	2.2	.91
Policy Maker/Planner	13	2.1	1.04
Researcher	25	2.2	1.08
University Professor	20	2.2	1.14
Prefer 1	19	2.3	.81
Prefer 3	54	2.4	1.05
Likely 1	40	2.4	.92
Likely 2	14	1.8	1.05
Likely 3	5	3.0	.71
Likely 4	14	2.6	1.01

Strongly Disagree			Strongly Agree
1	2	3	4

As a group, practitioners in my specialty demonstrate a high degree of awareness of the importance of studying the future.

	N	Mean	S.D.
Total	76	2.1	.88
Adult Education	4	2.0	0.00
Career Education	9	1.7	.50
Counseling and Personnel Services	16	1.9	.81
Educational Management	10	2.0	.82
Elementary and Early Childhood Education	5	2.0	.71
Handicapped and Gifted Children	3	2.3	.58
Higher Education	14	2.4	.74
Information Resources	9	1.8	.67
Junior Colleges and Community Colleges	6	2.2	.75
Languages and Linguistics	4	1.8	.96
Reading and Communication Skills	3	1.7	1.15
Rural Education and Small Schools	4	2.8	.96
Science, Mathematics, and Environmental Education	4	2.2	.96
Social Studies/Social Science Education	3	2.3	1.53
Teacher Education	6	1.7	.82
Tests, Measurement, and Evaluation	6	1.8	.75
Urban Education	5	2.2	1.30
Vocational/Occupational Education	6	2.0	.63
Administrator	32	2.0	.82
Counselor	3	2.0	0.00
ERIC Staff	24	2.3	1.00
Policy Maker/Planner	12	1.8	.62
Researcher	24	1.8	.82
University Professor	19	1.8	.90
Prefer 1	19	1.9	.88
Prefer 3	52	2.2	.92
Likely 1	39	2.0	.84
Likely 2	13	1.8	1.09
Likely 3	5	2.4	.55
Likely 4	14	2.5	.85

Strongly Disagree			Strongly Agree
1	2	3	4

There is consensus among educators in my specialty as to the issues and concerns which will command our attention during the next 10 to 15 years.

	N	Mean	S.D.
Total	77	2.1	.82
Adult Education	4	1.5	.58
Career Education	9	1.9	.60
Counseling and Personnel Services	16	2.2	.66
Educational Management	11	2.2	.87
Elementary and Early Childhood Education	4	2.0	.82
Handicapped and Gifted Children	3	2.7	.58
Higher Education	14	2.4	.84
Information Resources	10	1.8	.63
Junior Colleges and Community Colleges	6	2.5	1.05
Languages and Linguistics	4	2.8	.96
Reading and Communication Skills	3	1.7	.58
Rural Education and Small Schools	5	2.2	.45
Science, Mathematics, and Environmental Education	4	2.5	.58
Social Studies/Social Science Education	3	1.7	1.15
Teacher Education	6	1.7	.82
Tests, Measurement, and Evaluation	6	1.8	.41
Urban Education	5	2.2	.45
Vocational/Occupational Education	6	2.0	.63
Administrator	33	2.1	.68
Counselor	3	2.3	.58
ERIC Staff	24	2.2	.99
Policy Maker/Planner	13	2.0	.82
Researcher	25	2.1	.86
University Professor	20	2.0	.69
Prefer 1	19	2.1	.52
Prefer 3	54	2.2	.92
Likely 1	40	2.1	.66
Likely 2	14	1.9	.92
Likely 3	5	2.6	1.52
Likely 4	13	2.5	.88

Strongly Disagree			Strongly Agree
1	2	3	4

The educational priorities regularly established by NIE are consistent with those generally agreed upon by my educational specialty.

	N	Mean	S.D.
Total	69	2.2	.71
Adult Education	3	2.3	.58
Career Education	9	2.7	.50
Counseling and Personnel Services	14	2.4	.65
Educational Management	9	2.2	.83
Elementary and Early Childhood Education	3	2.3	.58
Handicapped and Gifted Children	2	2.5	.71
Higher Education	12	2.0	.85
Information Resources	9	2.6	.53
Junior Colleges and Community Colleges	6	2.2	.98
Languages and Linguistics	4	1.5	.58
Reading and Communication Skills	3	2.7	.58
Rural Education and Small Schools	5	2.4	.55
Science, Mathematics, and Environmental Education	4	2.2	.50
Social Studies/Social Science Education	2	2.5	.71
Teacher Education	6	2.7	.52
Tests, Measurement, and Evaluation	5	2.2	.45
Urban Education	5	1.6	.55
Vocational/Occupational Education	6	2.5	.55
Administrator	32	2.2	.64
Counselor	2	3.0	0.00
ERIC Staff	19	2.3	.73
Policy Maker/Planner	12	2.3	.78
Researcher	25	2.0	.79
University Professor	20	2.2	.67
Prefer 1	16	2.2	.77
Prefer 3	50	2.2	.71
Likely 1	35	2.3	.70
Likely 2	14	2.2	.80
Likely 3	5	1.8	.84
Likely 4	11	2.1	.70

Strongly Disagree			Strongly Agree
1	2	3	4

The most useful futures product would be a set of highly specific predictions regarding future educational developments.

	N	Mean	S.D.
Total	78	2.1	.89
Adult Education	4	1.5	.58
Career Education	9	2.3	1.12
Counseling and Personnel Services	16	2.3	.95
Educational Management	11	2.1	.83
Elementary and Early Childhood Education	5	1.6	.89
Handicapped and Gifted Children	3	2.0	1.00
Higher Education	14	2.0	.78
Information Resources	10	2.4	.70
Junior Colleges and Community Colleges	6	2.3	.82
Languages and Linguistics	4	1.5	1.00
Reading and Communication Skills	3	2.3	1.15
Rural Education and Small Schools	5	2.0	.71
Science, Mathematics, and Environmental Education	4	2.2	.50
Social Studies/Social Science Education	3	2.0	1.00
Teacher Education	6	2.7	.52
Tests, Measurement, and Evaluation	6	2.2	1.17
Urban Education	5	1.6	.89
Vocational/Occupational Education	6	2.0	.89
Administrator	33	2.2	.88
Counselor	3	2.3	.58
ERIC Staff	25	1.9	1.00
Policy Maker/Planner	13	2.2	.80
Researcher	25	2.2	.82
University Professor	20	2.2	.79
Prefer 1	19	2.3	1.05
Prefer 3	54	2.1	.82
Likely 1	40	2.1	.85
Likely 2	14	2.3	.91
Likely 3	5	2.2	1.10
Likely 4	14	2.0	.88

Strongly Disagree			Strongly Agree
1	2	3	4

There would be a great deal of interest and use in my educational specialty for "futures kits" which would help teachers to increase the awareness of students regarding futures issues and options.

	N	Mean	S.D.
Total	78	2.9	.83
Adult Education	4	2.8	.96
Career Education	9	2.9	.93
Counseling and Personnel Services	16	3.3	.70
Educational Management	11	2.7	.65
Elementary and Early Childhood Education	5	2.8	.84
Handicapped and Gifted Children	3	3.7	.58
Higher Education	14	2.6	.63
Information Resources	10	3.0	.82
Junior Colleges and Community Colleges	6	2.3	.52
Languages and Linguistics	4	1.5	1.00
Reading and Communication Skills	3	2.3	1.15
Rural Education and Small Schools	5	3.2	.84
Science, Mathematics, and Environmental Education	4	3.2	.50
Social Studies/Social Science Education	3	3.0	1.00
Teacher Education	6	2.7	1.03
Tests, Measurement, and Evaluation	6	2.7	.82
Urban Education	5	2.2	.84
Vocational/Occupational Education	6	2.5	.84
Administrator	33	2.8	.80
Counselor	3	3.3	.58
ERIC Staff	25	2.8	.87
Policy Maker/Planner	13	3.2	.69
Researcher	25	2.8	.82
University Professor	20	3.0	.65
Prefer 1	19	2.6	1.07
Prefer 3	54	3.0	.73
Likely 1	40	3.0	.80
Likely 2	14	3.1	.92
Likely 3	5	2.6	.55
Likely 4	14	2.7	.91

Strongly Disagree			Strongly Agree
1	2	3	4

Students in my specialty exhibit a high degree of awareness of future issues and alternatives.

	N	Mean	S.D.
Total	75	2.2	.71
Adult Education	4	2.0	.82
Career Education	9	2.0	.71
Counseling and Personnel Services	16	2.0	.73
Educational Management	11	2.4	.50
Elementary and Early Childhood Education	5	2.0	0.00
Handicapped and Gifted Children	3	2.0	1.00
Higher Education	14	2.1	.66
Information Resources	10	2.1	.57
Junior Colleges and Community Colleges	6	2.0	0.00
Languages and Linguistics	3	2.0	0.00
Reading and Communication Skills	3	1.7	.58
Rural Education and Small Schools	4	2.2	1.26
Science, Mathematics, and Environmental Education	4	2.5	.58
Social Studies/Social Science Education	2	2.0	0.00
Teacher Education	6	2.5	.55
Tests, Measurement, and Evaluation	6	2.3	.52
Urban Education	5	3.0	1.00
Vocational/Occupational Education	6	1.8	.75
Administrator	31	2.3	.68
Counselor	3	1.7	.58
ERIC Staff	23	2.3	.75
Policy Maker/Planner	12	2.1	.51
Researcher	25	2.2	.65
University Professor	20	2.4	.67
Prefer 1	17	2.2	.53
Prefer 3	53	2.2	.79
Likely 1	39	2.1	.68
Likely 2	13	1.9	.86
Likely 3	5	2.4	.55
Likely 4	13	2.6	.65

Strongly Disagree			Strongly Agree
1	2	3	4

Identifying alternative directions/developments that may characterize education in the next 10 to 15 years will assist educators to create the programs and resources needed for the future.

	N	Mean	S.D.
Total	78	3.3	.66
Adult Education	4	3.2	.50
Career Education	9	3.4	.53
Counseling and Personnel Services	16	3.6	.62
Educational Management	11	3.5	.69
Elementary and Early Childhood Education	5	3.4	.55
Handicapped and Gifted Children	3	3.0	0.00
Higher Education	14	3.6	.65
Information Resources	10	3.6	.52
Junior Colleges and Community Colleges	6	3.3	.82
Languages and Linguistics	4	2.5	1.00
Reading and Communication Skills	3	3.0	1.00
Rural Education and Small Schools	5	3.6	.89
Science, Mathematics, and Environmental Education	4	3.2	.50
Social Studies/Social Science Education	3	4.0	0.00
Teacher Education	6	3.0	.63
Tests, Measurement, and Evaluation	6	3.0	.63
Urban Education	5	3.0	.71
Vocational/Occupational Education	6	3.3	.52
Administrator	33	3.2	.74
Counselor	3	3.7	.58
ERIC Staff	25	3.4	.65
Policy Maker/Planner	13	3.4	.65
Researcher	25	3.4	.64
University Professor	20	3.4	.68
Prefer 1	19	3.4	.76
Prefer 3	54	3.3	.64
Likely 1	40	3.4	.55
Likely 2	14	3.4	.65
Likely 3	5	3.0	.71
Likely 4	14	3.1	.83

Strongly Disagree				Strongly Agree
_ 1	2	3	4	

ERIC has the potential to become a substantive source of ideas and information for planning, policy, and decision-making.

	N	Mean	S.D.
Total	79	3.6	.59
Adult Education	4	3.2	.50
Career Education	9	3.7	.50
Counseling and Personnel Services	16	3.8	.58
Educational Management	11	3.7	.47
Elementary and Early Childhood Education	6	3.5	.55
Handicapped and Gifted Children	3	3.0	0.00
Higher Education	14	3.5	.65
Information Resources	10	3.5	.71
Junior Colleges and Community Colleges	6	4.0	0.00
Languages and Linguistics	4	3.5	1.00
Reading and Communication Skills	3	3.7	.58
Rural Education and Small Schools	5	3.8	.45
Science, Mathematics, and Environmental Education	4	3.5	.58
Social Studies/Social Science Education	3	3.7	.58
Teacher Education	6	3.3	.82
Tests, Measurement, and Evaluation	6	3.5	.55
Urban Education	5	3.4	.55
Vocational/Occupational Education	6	3.7	.52
Administrator	33	3.5	.56
Counselor	3	3.7	.58
ERIC Staff	26	3.5	.65
Policy Maker/Planner	13	3.7	.48
Researcher	25	3.5	.59
University Professor	20	3.6	.60
Prefer 1	20	3.8	.55
Prefer 3	54	3.5	.61
Likely 1	40	3.6	.49
Likely 2	14	3.6	.65
Likely 3	6	3.2	.75
Likely 4	14	3.6	.63

Strongly Disagree			Strongly Agree
1	2	3	4

ERIC itself should be in determining significant future educational trends and developments rather than depending upon others to do it.

	N	Mean	S.D.
Total	79	2.9	.97
Adult Education	4	2.5	.58
Career Education	9	2.7	1.00
Counseling and Personnel Services	16	3.3	.60
Educational Management	11	3.1	1.10
Elementary and Early Childhood Education	6	2.3	1.00
Handicapped and Gifted Children	3	3.0	1.00
Higher Education	14	3.0	.96
Information Resources	10	2.7	.95
Junior Colleges and Community Colleges	6	3.5	.55
Languages and Linguistics	4	2.2	1.50
Reading and Communication Skills	3	3.0	1.73
Rural Education and Small Schools	5	3.0	1.41
Science, Mathematics, and Environmental Education	4	3.0	0.00
Social Studies/Social Science Education	3	3.7	.58
Teacher Education	6	2.2	1.17
Tests, Measurement, and Evaluation	6	2.7	1.03
Urban Education	5	2.6	.55
Vocational/Occupational Education	6	2.3	1.03
Administrator	33	2.9	.93
Counselor	3	3.0	0.00
ERIC Staff	26	2.7	1.16
Policy Maker/Planner	13	3.1	.95
Researcher	25	3.0	.93
University Professor	20	3.3	.57
Prefer 1	20	2.8	1.14
Prefer 3	54	3.0	.93
Likely 1	40	3.1	.89
Likely 2	14	3.0	1.11
Likely 3	6	2.2	1.17
Likely 4	14	2.9	1.03

Appendix C

Data Collected From Total Sample of All Issues

In the pages following, respondents rated their answers to each item on a scale of 1 to 4, with 1 indicating "little" or "none," and 4 indicating "great." Means have been determined from the total number of ratings on each item.

Item

1. Equal access to education and jobs by women.

Frequency of Nomination as Top Priority for Action: 27

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	79	3.8	.50	79	2.8	.70
Adult Education	4	4.0	0.00	4	3.0	.82
Career Education	9	3.9	.33	9	3.0	.50
Counseling and Personnel Services	16	3.9	.25	16	2.6	.72
Educational Management	11	3.8	.60	11	2.9	.70
Elementary and Early Childhood Education	6	4.0	0.00	6	3.0	.89
Handicapped and Gifted Children	3	3.7	.58	3	3.0	0.00
Higher Education	14	3.9	.36	14	2.8	.80
Information Resources	10	3.6	.70	10	2.7	.67
Junior Colleges and Community Colleges	6	3.3	1.21	6	2.8	.75
Languages and Linguistics	4	3.5	.58	4	2.5	.58
Reading and Communication Skills	3	4.0	0.00	3	2.7	.58
Rural Education and Small Schools	5	4.0	0.00	5	3.4	.55
Science, Mathematics, and Environmental Education	4	3.8	.50	4	3.0	.82
Social Studies/Social Science Education	3	4.0	0.00	3	3.0	1.00
Teacher Education	6	3.8	.41	6	2.7	.52
Tests, Measurement, and Evaluation	6	4.0	0.00	6	2.5	.84
Urban Education	5	4.0	0.00	5	2.8	.84
Vocational/Occupational Education	6	4.0	0.00	6	3.0	.63
Administrator	33	3.9	.29	33	2.8	.71
Counselor	3	3.7	.58	3	2.7	.58
ERIC Staff	26	3.9	.27	26	2.8	.76
Policy Maker/Planner	13	4.0	0.00	13	2.9	.64
Researcher	25	3.8	.47	25	2.8	.62
University Professor	20	3.6	.82	20	2.8	.79
Prefer 1	20	3.8	.72	20	3.0	.60
Prefer 3	54	3.8	.42	54	2.7	.72
Likely 1	40	3.8	.61	40	2.9	.59
Likely 2	14	3.8	.43	14	2.5	.65
Likely 3	6	3.8	.41	6	3.3	.52
Likely 4	14	3.9	.36	14	2.5	.76

Item

2. Equal access to education and jobs by racial and ethnic minorities.

Frequency of Nomination as Top Priority for Action: 29

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	79	3.7	.57	79	2.6	.72
Adult Education	4	4.0	0.00	4	2.8	.96
Career Education	9	3.7	.71	9	2.7	.71
Counseling and Personnel Services	16	3.9	.25	16	2.3	.79
Educational Management	11	3.6	.67	11	2.7	.47
Elementary and Early Childhood Education	6	4.0	0.00	6	2.8	.75
Handicapped and Gifted Children	3	3.7	.58	3	2.3	.58
Higher Education	14	3.8	.43	14	2.6	.74
Information Resources	10	3.2	.79	10	2.6	.52
Junior Colleges and Community Colleges	6	3.3	1.21	6	2.8	.98
Languages and Linguistics	4	3.5	.58	4	2.8	.50
Reading and Communication Skills	3	4.0	0.00	3	3.0	0.00
Rural Education and Small Schools	5	3.6	.55	5	3.0	0.00
Science, Mathematics, and Environmental Education	4	3.8	.50	4	3.0	.82
Social Studies/Social Science Education	3	3.7	.58	3	3.0	1.00
Teacher Education	6	3.8	.41	6	3.0	0.00
Tests, Measurement, and Evaluation	6	3.8	.41	6	2.3	.82
Urban Education	5	4.0	0.00	5	2.6	1.14
Vocational/Occupational Education	6	3.7	.82	6	3.0	.63
Administrator	33	3.8	.50	33	2.5	.71
Counselor	3	3.7	.58	3	2.3	.58
ERIC Staff	26	3.9	.33	26	2.7	.68
Policy Maker/Planner	13	3.9	.28	13	2.6	.77
Researcher	25	3.6	.64	25	2.7	.61
University Professor	20	3.5	.83	20	2.6	.81
Prefer 1	20	3.7	.73	20	2.8	.81
Prefer 3	54	3.7	.52	54	2.5	.69
Likely 1	40	3.7	.64	40	2.8	.70
Likely 2	14	3.8	.43	14	2.2	.58
Likely 3	6	3.3	.82	6	3.2	.41
Likely 4	14	3.9	.36	14	2.4	.76

Item

3. Maintenance of rights and support for needs of all groups, including the dominant group as well as culturally different, handicapped, etc.

Frequency of Nomination as Top Priority for Action: 22

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	79	3.6	.65	79	2.5	.69
Adult Education	4	3.8	.50	4	2.2	.96
Career Education	9	3.4	.88	9	2.3	.71
Counseling and Personnel Services	16	3.8	.58	16	2.2	.75
Educational Management	11	3.6	.67	11	2.5	.82
Elementary and Early Childhood Education	6	4.0	0.00	6	3.0	.63
Handicapped and Gifted Children	3	4.0	0.00	3	2.7	.58
Higher Education	14	3.6	.65	14	2.5	.76
Information Resources	10	3.4	.70	10	2.7	.67
Junior Colleges and Community Colleges	6	2.8	1.17	6	2.0	.63
Languages and Linguistics	4	3.5	.58	4	2.8	.50
Reading and Communication Skills	3	4.0	0.00	3	2.7	.58
Rural Education and Small Schools	5	4.0	0.00	5	2.8	.84
Science, Mathematics, and Environmental Education	4	3.2	.50	4	2.8	.96
Social Studies/Social Science Education	3	3.3	.58	3	2.7	1.15
Teacher Education	6	3.7	.82	6	2.8	.41
Tests, Measurement, and Evaluation	6	3.5	.84	6	2.3	.52
Urban Education	5	4.0	0.00	5	2.6	.89
Vocational/Occupational Education	6	3.3	1.03	6	2.7	.82
Administrator	33	3.6	.61	33	2.5	.71
Counselor	3	3.7	.58	3	2.7	.58
ERIC Staff	26	3.7	.62	26	2.5	.76
Policy Maker/Planner	13	3.5	.66	13	2.3	.75
Researcher	25	3.5	.59	25	2.7	.61
University Professor	20	3.6	.76	20	2.6	.75
Prefer 1	20	3.4	.94	20	2.6	.82
Prefer 3	54	3.7	.50	54	2.5	.64
Likely 1	40	3.6	.71	40	2.6	.70
Likely 2	14	3.6	.63	14	2.3	.47
Likely 3	6	3.2	.75	6	3.0	.63
Likely 4	14	3.8	.43	14	2.5	.76

Item

4. Provision of child care programs in educational settings.

Frequency of Nomination as Top Priority for Action: 11

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	79	3.1	.95	79	2.3	.77
Adult Education	4	2.8	.96	4	2.5	.58
Career Education	9	2.9	1.1	9	2.6	.53
Counseling and Personnel Services	16	3.1	1.0	16	2.5	.73
Educational Management	11	3.0	1.1	11	2.3	.65
Elementary and Early Childhood Education	6	3.8	.41	6	2.5	1.22
Handicapped and Gifted Children	3	2.7	1.15	3	2.3	.58
Higher Education	14	2.7	1.07	14	1.9	.47
Information Resources	10	2.6	1.08	10	2.4	.70
Junior Colleges and Community Colleges	6	2.8	1.17	6	2.5	.55
Languages and Linguistics	4	3.5	.58	4	2.5	.58
Reading and Communication Skills	3	4.0	0.00	3	2.3	.58
Rural Education and Small Schools	5	2.4	1.52	5	2.0	0.00
Science, Mathematics, and Environmental Education	4	3.0	.82	4	2.5	.58
Social Studies/Social Science Education	3	3.7	.58	3	2.7	1.53
Teacher Education	6	2.7	1.21	6	2.3	.52
Tests, Measurement, and Evaluation	6	3.3	.82	6	2.0	.63
Urban Education	5	3.8	.45	5	2.2	1.30
Vocational/Occupational Education	6	2.5	1.05	6	2.2	.75
Administrator	33	3.0	.95	33	2.4	.66
Counselor	3	4.0	0.00	3	3.3	.58
ERIC Staff	26	3.2	.98	26	2.2	.86
Policy Maker/Planner	13	3.1	1.04	13	2.4	.51
Researcher	25	3.0	.91	25	2.2	.66
University Professor	20	2.8	1.02	20	2.5	.76
Prefer 1	20	3.1	1.07	20	2.5	.89
Prefer 3	54	3.0	.93	54	2.2	.73
Likely 1	40	3.0	.97	40	2.4	.67
Likely 2	14	3.3	.91	14	2.1	1.00
Likely 3	6	2.7	1.03	6	2.5	.84
Likely 4	14	3.1	.95	14	2.5	.65

Item

5. Increasing accountability in all aspects of the educational process.

Frequency of Nomination as Top Priority for Action: 18

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	79	3.4	.78	79	2.8	.85
Adult Education	4	3.5	1.00	4	2.8	.96
Career Education	9	3.7	.71	9	2.9	.78
Counseling and Personnel Services	16	3.8	.40	16	2.9	.85
Educational Management	11	3.1	.94	11	2.6	1.03
Elementary and Early Childhood Education	6	3.2	.41	6	3.3	.82
Handicapped and Gifted Children	3	4.0	0.00	3	3.0	0.00
Higher Education	14	3.4	.76	14	2.6	1.01
Information Resources	10	3.6	.70	10	3.1	.88
Junior Colleges and Community Colleges	6	3.7	.82	6	2.7	1.21
Languages and Linguistics	4	3.0	1.41	4	2.2	.96
Reading and Communication Skills	3	2.7	1.53	3	3.0	1.00
Rural Education and Small Schools	5	3.8	.45	5	3.0	.71
Science, Mathematics, and Environmental Education	4	2.8	.96	4	3.0	0.00
Social Studies/Social Science Education	3	3.0	1.00	3	3.0	0.00
Teacher Education	6	2.8	1.17	6	2.7	1.03
Tests, Measurement, and Evaluation	6	3.3	1.21	6	2.3	.82
Urban Education	5	3.2	.84	5	3.0	0.00
Vocational/Occupational Education	6	3.5	.84	6	3.0	.89
Administrator	33	3.5	.79	33	2.8	.78
Counselor	3	3.7	.58	3	3.3	1.15
ERIC Staff	26	3.3	.72	26	2.7	.88
Policy Maker/Planner	13	3.5	.88	13	2.8	.73
Researcher	25	3.3	.94	25	2.8	.82
University Professor	20	3.4	.82	20	2.7	.92
Prefer 1	20	3.4	.93	20	2.7	.92
Prefer 3	54	3.4	.74	54	2.8	.85
Likely 1	40	3.4	.81	40	2.8	.78
Likely 2	14	3.4	.76	14	2.7	.99
Likely 3	6	3.2	.98	6	2.8	1.17
Likely 4	14	3.5	.65	14	2.7	.73

Item

6. Development of an appropriate balance between accountability and child advocacy.

Frequency of Nomination as Top Priority for Action: 7

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	65	3.3	.72	66	2.3	.63
Adult Education	3	3.3	.58	3	2.0	0.00
Career Education	7	3.3	.76	7	2.3	.49
Counseling and Personnel Services	14	3.4	.51	14	2.4	.74
Educational Management	7	3.1	1.1	7	2.1	.69
Elementary and Early Childhood Education	5	3.0	.71	5	2.2	.45
Handicapped and Gifted Children	3	3.7	.58	3	2.7	.58
Higher Education	7	3.3	.49	8	2.2	.46
Information Resources	7	3.1	.69	7	2.4	.53
Junior Colleges and Community Colleges	4	2.8	.50	4	2.0	.82
Languages and Linguistics	3	2.7	1.53	3	2.0	1.00
Reading and Communication Skills	3	3.0	1.73	3	1.7	.58
Rural Education and Small Schools	3	4.0	0.00	4	2.8	.50
Science, Mathematics, and Environmental Education	3	3.3	.58	3	2.3	.58
Social Studies/Social Science Education	1	3.0	0.00	1	2.0	0.00
Teacher Education	6	3.2	1.17	6	2.0	.63
Tests, Measurement, and Evaluation	6	2.7	1.03	6	2.0	.63
Urban Education	5	3.6	.55	5	2.4	.89
Vocational/Occupational Education	4	3.2	.96	4	2.0	0.00
Administrator	27	3.3	.73	28	2.4	.62
Counselor	3	3.3	.58	3	3.0	1.00
ERIC Staff	21	3.2	.83	21	2.3	.58
Policy Maker/Planner	10	3.5	.53	11	2.3	.47
Researcher	19	3.2	.76	19	2.1	.52
University Professor	17	3.3	.59	18	2.3	.59
Prefer 1	14	3.1	.95	14	2.3	.83
Prefer 3	48	3.3	.66	49	2.3	.57
Likely 1	31	3.3	.75	32	2.3	.58
Likely 2	13	3.4	.65	13	2.2	.83
Likely 3	5	2.4	.89	5	2.2	.84
Likely 4	12	3.4	.51	12	2.4	.51

Item

7. Effects of minimum competency testing on curriculum and on students of different ages and in different settings.

Frequency of Nomination as Top Priority for Action: 5

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	73	3.2	.82	73	2.7	.78
Adult Education	3	3.3	.58	3	3.0	1.00
Career Education	9	3.0	.71	9	2.9	.93
Counseling and Personnel Services	16	3.4	.63	16	2.9	.89
Educational Management	10	3.6	.70	9	2.7	1.00
Elementary and Early Childhood Education	3	3.0	0.00	4	2.8	.50
Handicapped and Gifted Children	3	3.0	0.00	3	2.7	1.15
Higher Education	12	3.3	.65	12	2.4	.90
Information Resources	10	3.1	1.10	10	2.8	.63
Junior Colleges and Community Colleges	5	3.2	.84	5	2.2	1.10
Languages and Linguistics	4	2.2	.96	4	2.2	.50
Reading and Communication Skills	3	2.3	1.15	3	2.3	.58
Rural Education and Small Schools	5	3.8	.45	5	2.0	.71
Science, Mathematics, and Environmental Education	4	3.0	.82	4	2.5	.58
Social Studies/Social Science Education	3	2.7	.58	3	3.7	.58
Teacher Education	6	3.0	1.10	6	2.5	.55
Tests, Measurement, and Evaluation	6	3.2	1.17	6	2.5	.84
Urban Education	5	2.8	1.30	5	3.2	.84
Vocational/Occupational Education	6	3.2	.75	6	2.5	1.22
Administrator	33	3.4	.71	33	2.7	.81
Counselor	3	3.7	.58	3	3.3	.58
ERIC Staff	21	3.2	.93	21	2.8	.83
Policy Maker/Planner	13	3.3	.63	13	2.6	1.04
Researcher	24	3.0	.86	24	2.4	.58
University Professor	20	3.4	.76	20	2.6	.68
Prefer 1	18	3.1	.90	17	2.6	.86
Prefer 3	52	3.2	.80	53	2.7	.78
Likely 1	39	3.2	.81	39	2.7	.90
Likely 2	13	3.2	.83	14	2.6	.63
Likely 3	5	3.4	.89	5	2.8	.84
Likely 4	12	3.1	.90	11	2.6	.67

Item

8. Overcoming the effects of test bias and the differential suitability of tests for various educational subgroups.

Frequency of Nomination as Top Priority for Action: 12

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.5	.70	78	2.5	.83
Adult Education	4	3.5	.58	4	2.8	.96
Career Education	9	3.7	.50	9	2.7	.71
Counseling and Personnel Services	16	3.8	.40	16	2.7	.79
Educational Management	11	3.4	.81	11	2.4	.50
Elementary and Early Childhood Education	5	3.6	.89	5	1.6	.55
Handicapped and Gifted Children	3	3.7	.58	3	2.3	1.15
Higher Education	14	3.7	.47	14	2.4	.76
Information Resources	10	3.5	.85	10	2.7	.48
Junior Colleges and Community Colleges	6	3.2	1.17	6	2.5	.55
Languages and Linguistics	4	3.0	.82	4	2.5	1.29
Reading and Communication Skills	3	4.0	0.00	3	2.3	1.53
Rural Education and Small Schools	5	3.8	.45	5	2.0	.71
Science, Mathematics, and Environmental Education	4	3.2	.50	4	2.2	.50
Social Studies/Social Science Education	3	2.7	1.15	3	2.7	1.53
Teacher Education	6	3.7	.52	6	2.7	1.21
Tests, Measurement, and Evaluation	6	3.7	.52	6	2.8	1.33
Urban Education	5	4.0	0.00	5	2.2	.84
Vocational/Occupational Education	6	3.7	.52	6	2.3	1.03
Administrator	33	3.7	.59	33	2.5	.87
Counselor	3	4.0	0.00	3	3.0	1.00
ERIC Staff	25	3.5	.59	25	2.5	.87
Policy Maker/Planner	13	3.7	.63	13	2.3	.85
Researcher	25	3.5	.71	25	2.4	.82
University Professor	20	3.6	.83	20	2.4	.50
Prefer 1	20	3.4	.83	20	2.7	.86
Prefer 3	54	3.6	.66	54	2.4	.83
Likely 1	40	3.6	.71	40	2.5	.78
Likely 2	14	3.6	.63	14	2.5	1.02
Likely 3	6	3.0	1.10	6	2.2	.75
Likely 4	14	3.6	.51	14	2.4	.94

Item

9. Broadening educational focus on the cognitive domain to a more global concern with cognitive/affective/psychomotor domains.

Frequency of Nomination as Top Priority for Action: 14

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.3	.89	76	2.3	.82
Adult Education	4	3.5	1.00	4	2.0	.82
Career Education	9	3.6	.88	9	2.3	.87
Counseling and Personnel Services	16	3.8	.54	16	2.4	.89
Educational Management	10	3.3	.82	10	1.9	.57
Elementary and Early Childhood Education	5	3.6	.55	5	2.4	1.14
Handicapped and Gifted Children	3	3.7	.58	3	2.0	1.00
Higher Education	13	3.4	.96	13	2.2	.60
Information Resources	10	3.7	.67	10	2.7	.82
Junior Colleges and Community Colleges	6	3.0	1.10	6	1.8	.75
Languages and Linguistics	4	2.2	1.26	4	2.5	.58
Reading and Communication Skills	3	3.7	.58	3	1.7	.58
Rural Education and Small Schools	5	4.0	0.00	5	2.8	.45
Science, Mathematics, and Environmental Education	4	3.2	.96	4	2.8	.96
Social Studies/Social Science Education	2	4.0	0.00	2	4.0	0.00
Teacher Education	6	3.0	1.26	6	2.3	.52
Tests, Measurement, and Evaluation	6	3.5	.55	6	2.2	.75
Urban Education	5	3.2	.84	5	2.0	.71
Vocational/Occupational Education	6	3.3	1.03	6	1.7	.52
Administrator	32	3.4	.94	32	2.4	.75
Counselor	3	4.0	0.00	3	3.3	.58
ERIC Staff	24	3.4	.82	24	2.4	.78
Policy Maker/Planner	12	3.8	.39	12	2.3	.65
Researcher	25	3.4	.71	25	2.3	.79
University Professor	20	3.4	.88	20	2.4	.99
Prefer 1	20	3.1	1.12	20	2.6	.94
Prefer 3	52	3.4	.80	52	2.2	.78
Likely 1	39	3.6	.72	39	2.4	.85
Likely 2	14	3.2	1.05	14	2.4	1.02
Likely 3	6	2.8	.98	6	2.3	1.03
Likely 4	12	2.7	.89	12	2.0	.43

Item

10. Shifting from factual acquisition to information searching and active learning.

Frequency of Nomination as Top Priority for Action: 30

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.6	.71	78	2.5	.73
Adult Education	4	3.5	.58	4	2.5	.58
Career Education	9	3.8	.44	9	2.6	.53
Counseling and Personnel Services	16	3.8	.58	16	2.4	.51
Educational Management	10	3.5	.71	10	2.5	.53
Elementary and Early Childhood Education	6	3.5	.55	6	2.5	1.05
Handicapped and Gifted Children	3	3.3	1.15	3	2.3	.58
Higher Education	13	3.5	.78	13	2.4	.77
Information Resources	10	3.6	.70	10	2.9	.32
Junior Colleges and Community Colleges	6	3.8	.41	6	2.3	1.03
Languages and Linguistics	4	2.0	1.41	4	2.8	.50
Reading and Communication Skills	3	4.0	0.00	3	2.0	1.00
Rural Education and Small Schools	5	3.2	1.10	5	2.8	.84
Science, Mathematics, and Environmental Education	4	4.0	0.00	4	2.8	.50
Social Studies/Social Science Education	3	3.7	.58	3	2.7	1.53
Teacher Education	6	3.8	.41	6	2.2	.41
Tests, Measurement, and Evaluation	6	3.0	.63	6	2.2	.75
Urban Education	5	3.6	.55	5	2.2	.84
Vocational/Occupational Education	6	3.7	.52	6	2.7	.52
Administrator	33	3.5	.83	33	2.4	.61
Counselor	3	3.7	.58	3	3.0	0.00
ERIC Staff	25	3.7	.48	25	2.6	.82
Policy Maker/Planner	13	3.8	.60	13	2.5	.66
Researcher	25	3.5	.77	25	2.6	.70
University Professor	20	3.6	.68	20	2.4	.75
Prefer 1	20	3.4	.89	20	2.6	.83
Prefer 3	53	3.6	.66	53	2.4	.72
Likely 1	40	3.7	.56	40	2.6	.75
Likely 2	14	3.8	.43	14	2.1	.73
Likely 3	6	3.0	1.10	6	3.0	.63
Likely 4	13	3.2	.99	13	2.3	.63

Item

11. Greater response to and greater use of community resources.

Frequency of Nomination as Top Priority for Action: 16

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.6	.69	78	2.8	.82
Adult Education	4	3.8	.50	4	2.8	.96
Career Education	9	3.7	.50	9	2.8	.83
Counseling and Personnel Services	16	3.7	.48	16	2.9	.81
Educational Management	11	3.8	.40	11	3.0	.77
Elementary and Early Childhood Education	5	3.8	.45	5	3.0	1.00
Handicapped and Gifted Children	3	4.0	0.00	3	3.0	0.00
Higher Education	14	3.9	.36	14	3.1	.83
Information Resources	10	3.9	.32	10	3.0	.67
Junior Colleges and Community Colleges	6	3.3	1.21	6	2.8	.75
Languages and Linguistics	4	2.2	.50	4	2.2	.50
Reading and Communication Skills	3	3.0	1.00	3	2.7	.58
Rural Education and Small Schools	5	4.0	0.00	5	3.6	.55
Science, Mathematics, and Environmental Education	4	4.0	0.00	4	3.0	.82
Social Studies/Social Science Education	3	3.7	.58	3	2.7	1.53
Teacher Education	6	3.3	.82	6	2.5	.84
Tests, Measurement, and Evaluation	6	3.0	1.26	6	2.0	.63
Urban Education	5	3.6	.55	5	2.8	1.10
Vocational/Occupational Education	6	3.8	.41	6	2.8	.75
Administrator	33	3.7	.60	33	2.8	.86
Counselor	3	3.7	.58	3	3.0	1.00
ERIC Staff	25	3.7	.68	25	3.0	.89
Policy Maker/Planner	13	3.7	.48	13	2.8	.90
Researcher	25	3.5	.65	25	2.7	.75
University Professor	20	3.6	.75	20	2.8	.88
Prefer 1	20	3.3	1.03	20	2.8	.81
Prefer 3	54	3.7	.49	54	2.8	.84
Likely 1	40	3.5	.78	40	2.9	.82
Likely 2	14	3.9	.36	14	2.7	.61
Likely 3	6	3.5	.84	6	3.0	1.10
Likely 4	13	3.6	.65	13	2.9	.86

Item

12. Increased linking of education with industry and business.

Frequency of Nomination as Top Priority for Action: 16

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.1	1.06	77	2.8	.94
Adult Education	4	2.8	.96	4	3.0	.82
Career Education	9	3.6	.73	9	2.9	.78
Counseling and Personnel Services	16	3.6	.62	16	2.9	.96
Educational Management	11	2.9	1.3	11	3.1	.94
Elementary and Early Childhood Education	5	2.2	1.3	5	1.6	.55
Handicapped and Gifted Children	3	3.7	.58	3	2.3	.58
Higher Education	14	3.5	1.02	14	3.1	.95
Information Resources	10	3.4	.97	10	3.0	.82
Junior Colleges and Community Colleges	6	3.3	1.21	6	2.8	.75
Languages and Linguistics	4	1.8	.96	4	2.5	1.00
Reading and Communication Skills	3	2.0	1.73	3	3.3	1.15
Rural Education and Small Schools	4	3.2	.96	4	3.0	.82
Science, Mathematics, and Environmental Education	4	3.8	.50	4	3.2	.50
Social Studies/Social Science Education	3	2.7	1.53	3	2.3	1.53
Teacher Education	6	2.5	1.22	6	2.2	1.17
Tests, Measurement, and Evaluation	6	2.8	.98	6	2.5	.55
Urban Education	5	3.4	.89	5	3.0	1.00
Vocational/Occupational Education	6	3.7	.82	6	2.8	.41
Administrator	32	3.3	.97	32	2.9	.94
Counselor	3	3.7	.58	3	3.0	1.00
ERIC Staff	24	2.9	1.10	24	2.8	1.07
Policy Maker/Planner	12	3.3	.98	12	2.8	.97
Researcher	25	2.9	1.24	25	2.9	.88
University Professor	20	3.2	1.02	20	3.0	.92
Prefer 1	20	3.2	1.01	20	2.8	.97
Prefer 3	53	3.0	1.09	53	2.8	.94
Likely 1	40	3.3	.82	40	2.8	.85
Likely 2	13	2.8	1.34	13	2.5	1.05
Likely 3	6	2.5	1.64	6	3.2	1.33
Likely 4	13	2.8	1.09	13	2.9	.86

Item

13. More substantive response to the needs of increasingly diverse students, e.g., adult students, part-time students, those not working on a degree, foreign students, women, and racial/ethnic minorities.

Frequency of Nomination as Top Priority for Action: 23

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.7	.62	78	3.0	.79
Adult Education	4	3.5	.58	4	3.0	.82
Career Education	9	3.7	.50	9	3.0	.71
Counseling and Personnel Services	16	3.7	.48	16	3.0	.82
Educational Management	11	3.8	.40	11	3.2	.60
Elementary and Early Childhood Education	5	3.2	1.3	5	2.4	1.14
Handicapped and Gifted Children	3	3.7	.58	3	3.0	0.00
Higher Education	14	3.9	.36	14	3.2	.80
Information Resources	10	3.7	.48	10	3.1	.57
Junior Colleges and Community Colleges	6	3.5	1.22	6	3.5	.55
Languages and Linguistics	4	3.8	.50	4	3.2	.50
Reading and Communication Skills	3	4.0	0.00	3	4.0	0.00
Rural Education and Small Schools	5	4.0	0.00	5	3.0	1.00
Science, Mathematics, and Environmental Education	4	3.8	.50	4	2.8	.50
Social Studies/Social Science Education	3	3.3	.58	3	3.0	1.00
Teacher Education	6	3.5	.55	6	3.0	.89
Tests, Measurement, and Evaluation	6	3.5	.55	6	3.0	1.10
Urban Education	5	3.8	.45	5	2.8	1.30
Vocational/Occupational Education	6	3.7	.52	6	2.8	.41
Administrator	33	3.9	.33	33	3.1	.79
Counselor	3	3.7	.58	3	3.3	1.15
ERIC Staff	25	3.6	.71	25	2.9	.86
Policy Maker/Planner	13	3.8	.44	13	2.8	.80
Researcher	25	3.7	.48	25	3.0	.68
University Professor	20	3.6	.75	20	3.1	.79
Prefer 1	20	3.4	.94	20	3.3	.80
Prefer 3	54	3.7	.46	54	2.8	.75
Likely 1	40	3.6	.63	40	3.1	.69
Likely 2	14	3.9	.36	14	2.6	.84
Likely 3	6	3.3	1.21	6	3.0	1.10
Likely 4	13	3.5	.52	13	2.8	.83

Item

14. Expanded opportunities for life-long and continuing education for all individuals.

Frequency of Nomination as Top Priority for Action: 38

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.7	.56	78	3.2	.80
Adult Education	4	3.8	.50	4	3.2	.50
Career Education	9	3.8	.44	9	3.3	.50
Counseling and Personnel Services	16	3.8	.45	16	3.4	.62
Educational Management	11	4.0	0.00	11	3.5	.69
Elementary and Early Childhood Education	5	3.4	.89	5	2.2	1.30
Handicapped and Gifted Children	3	3.7	.58	3	3.0	1.00
Higher Education	14	3.9	.27	14	3.4	.76
Information Resources	10	3.9	.32	10	3.2	.79
Junior Colleges and Community Colleges	6	3.5	.55	6	3.5	.55
Languages and Linguistics	4	3.0	1.15	4	2.5	1.00
Reading and Communication Skills	3	3.7	.58	3	4.0	0.00
Rural Education and Small Schools	5	3.6	.55	5	3.0	.71
Science, Mathematics, and Environmental Education	4	4.0	0.00	4	3.2	.50
Social Studies/Social Science Education	3	4.0	0.00	3	3.3	.58
Teacher Education	6	3.7	.52	6	3.3	.82
Tests, Measurement, and Evaluation	6	3.8	.41	6	4.0	0.00
Urban Education	5	3.6	.89	5	3.2	.84
Vocational/Occupational Education	6	3.8	.41	6	3.2	.41
Administrator	33	3.8	.55	33	3.4	.74
Counselor	3	3.7	.58	3	3.7	.58
ERIC Staff	25	3.7	.54	25	3.1	.95
Policy Maker/Planner	13	3.8	.38	13	3.3	.63
Researcher	25	3.8	.52	25	3.3	.68
University Professor	20	3.8	.41	20	3.4	.68
Prefer 1	20	3.6	.67	20	3.4	.88
Prefer 3	54	3.7	.54	54	3.1	.77
Likely 1	40	3.7	.46	40	3.3	.66
Likely 2	14	3.8	.58	14	3.0	.88
Likely 3	6	3.3	1.03	6	2.8	1.17
Likely 4	13	3.7	.63	13	3.2	.93

Item

15. Greater response to the special needs and interests of an increasingly older post-secondary student body.

Frequency of Nomination as Top Priority for Action: 5

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.6	.51	78	3.1	.85
Adult Education	4	3.8	.50	4	2.5	.58
Career Education	9	3.6	.53	9	3.1	.78
Counseling and Personnel Services	16	3.8	.40	16	3.4	.72
Educational Management	11	3.7	.47	11	3.5	.82
Elementary and Early Childhood Education	5	3.4	.89	5	2.4	1.34
Handicapped and Gifted Children	3	3.7	.58	3	2.3	1.15
Higher Education	14	3.7	.47	14	3.1	.77
Information Resources	10	3.5	.53	10	3.3	.67
Junior Colleges and Community Colleges	6	3.7	.52	6	3.3	.52
Languages and Linguistics	4	3.8	.50	4	3.2	.50
Reading and Communication Skills	3	4.0	0.00	3	3.7	.58
Rural Education and Small Schools	5	3.2	.45	5	3.0	.71
Science, Mathematics, and Environmental Education	4	4.0	0.00	4	2.8	.50
Social Studies/Social Science Education	3	3.3	.58	3	3.3	.58
Teacher Education	6	3.5	.55	6	3.0	.89
Tests, Measurement, and Evaluation	6	3.7	.52	6	3.5	.55
Urban Education	5	3.6	.55	5	2.8	1.30
Vocational/Occupational Education	6	3.7	.52	6	3.0	.63
Administrator	33	3.7	.45	33	3.2	.81
Counselor	3	3.7	.58	3	3.7	.58
ERIC Staff	25	3.6	.58	25	3.0	.98
Policy Maker/Planner	13	3.7	.48	13	3.2	.83
Researcher	25	3.7	.48	25	3.2	.69
University Professor	20	3.8	.41	20	3.2	.70
Prefer 1	20	3.8	.52	20	3.4	.83
Prefer 3	54	3.5	.50	54	2.9	.83
Likely 1	40	3.6	.50	40	3.2	.80
Likely 2	14	3.7	.47	14	2.7	.99
Likely 3	6	3.2	.75	6	3.0	1.10
Likely 4	13	3.7	.48	13	3.3	.63

Item

16. Increased emphasis on individualized learning plans tailored to the needs of each person.

Frequency of Nomination as Top Priority for Action: 15

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.4	.79	77	2.6	.84
Adult Education	4	3.2	.96	4	3.0	0.00
Career Education	9	3.6	.73	9	2.7	.87
Counseling and Personnel Services	16	3.7	.48	16	2.6	.63
Educational Management	11	3.3	.79	11	2.6	.67
Elementary and Early Childhood Education	5	3.6	.55	5	2.8	1.10
Handicapped and Gifted Children	3	3.7	.58	3	3.0	1.00
Higher Education	14	3.2	.89	14	2.7	.61
Information Resources	10	3.4	.84	10	3.0	.82
Junior Colleges and Community Colleges	6	3.0	1.10	6	2.3	.82
Languages and Linguistics	4	2.2	1.26	4	2.5	.58
Reading and Communication Skills	3	4.0	0.00	3	3.0	1.00
Rural Education and Small Schools	5	2.8	1.10	5	2.0	.71
Science, Mathematics, and Environmental Education	4	3.2	.50	4	2.5	.58
Social Studies/Social Science Education	2	4.0	0.00	2	4.0	0.00
Teacher Education	6	3.5	.84	6	2.5	.55
Tests, Measurement, and Evaluation	6	3.2	.75	6	2.0	.89
Urban Education	5	3.6	.55	5	3.2	.84
Vocational/Occupational Education	6	3.5	.84	6	3.0	.63
Administrator	32	3.2	.80	32	2.7	.65
Counselor	3	3.7	.58	3	3.0	0.00
ERIC Staff	25	3.5	.71	25	2.6	1.00
Policy Maker/Planner	12	3.5	.80	12	2.5	.67
Researcher	25	3.2	.82	25	2.5	.87
University Professor	20	3.2	.79	20	2.7	.80
Prefer 1	20	3.2	.97	20	2.7	.92
Prefer 3	53	3.4	.74	53	2.6	.84
Likely 1	39	3.4	.78	39	2.7	.86
Likely 2	14	3.6	.65	14	2.4	.94
Likely 3	6	3.2	.75	6	2.7	.82
Likely 4	13	3.0	1.00	13	2.6	.87

Item

17. Replacement of traditional specializations, e.g., English, social studies, science, etc., by broad and integrative studies.

Frequency of Nomination as Top Priority for Action: 2

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	2.7	.99	78	2.0	.76
Adult Education	4	2.8	.50	4	2.0	.82
Career Education	9	2.8	.67	9	2.2	.67
Counseling and Personnel Services	16	3.1	.72	16	2.1	.81
Educational Management	11	2.6	1.00	11	2.2	.75
Elementary and Early Childhood Education	4	2.8	.50	5	2.0	.71
Handicapped and Gifted Children	3	2.3	.58	3	1.7	.58
Higher Education	14	2.9	1.07	14	2.2	.97
Information Resources	10	2.8	1.03	10	2.3	.48
Junior Colleges and Community Colleges	6	3.0	.63	6	1.8	.75
Languages and Linguistics	4	1.00	0.00	4	1.8	.96
Reading and Communication Skills	3	2.7	1.53	3	1.7	.58
Rural Education and Small Schools	5	1.8	1.30	5	1.8	.45
Science, Mathematics, and Environmental Education	4	2.5	1.29	4	1.8	.50
Social Studies/Social Science Education	3	2.3	1.53	3	1.7	1.15
Teacher Education	6	2.7	.82	6	1.8	.75
Tests, Measurement, and Evaluation	6	2.0	.89	6	1.7	.52
Urban Education	5	3.4	.89	5	2.4	.89
Vocational/Occupational Education	6	2.8	.75	6	2.5	.84
Administrator	33	2.5	1.03	33	2.0	.68
Counselor	3	3.3	.58	3	2.7	1.15
ERIC Staff	24	2.5	.78	25	2.0	.73
Policy Maker/Planner	13	2.5	.97	13	1.8	.69
Researcher	25	2.9	1.13	25	2.1	.81
University Professor	20	2.8	1.20	20	2.0	.76
Prefer 1	20	2.3	1.03	20	2.1	.85
Prefer 3	53	2.8	.96	54	2.0	.76
Likely 1	40	2.7	1.02	40	1.9	.71
Likely 2	13	3.1	1.04	14	1.9	.92
Likely 3	6	1.8	.41	6	2.2	.75
Likely 4	13	2.6	.96	13	2.5	.66

Item

18. Increased use of hourly-rate, part-time teachers and nonprofessionals in the educational process.

Frequency of Nomination as Top Priority for Action: 5

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	2.6	.90	76	2.4	.91
Adult Education	4	2.8	.50	4	1.8	.50
Career Education	9	2.9	.60	9	2.4	.88
Counseling and Personnel Services	16	3.0	.73	16	2.5	.82
Educational Management	11	3.3	.65	11	3.1	1.04
Elementary and Early Childhood Education	4	2.0	.82	4	2.0	.82
Handicapped and Gifted Children	3	2.3	1.53	3	2.0	0.00
Higher Education	14	2.6	1.02	14	2.7	.91
Information Resources	10	3.0	.82	10	3.0	.82
Junior Colleges and Community Colleges	6	2.3	1.03	6	2.8	.75
Languages and Linguistics	4	2.0	1.41	4	2.0	1.41
Reading and Communication Skills	3	1.0	0.00	3	2.3	1.15
Rural Education and Small Schools	5	3.2	.84	5	2.2	1.10
Science, Mathematics, and Environmental Education	4	2.8	.96	4	2.8	.50
Social Studies/Social Science Education	2	2.0	1.41	2	2.0	0.00
Teacher Education	6	2.5	1.38	6	1.8	.75
Tests, Measurement, and Evaluation	6	2.7	1.03	6	2.5	1.38
Urban Education	5	2.6	1.14	5	2.2	1.10
Vocational/Occupational Education	6	3.2	.41	6	2.7	.82
Administrator	33	2.8	.94	33	2.5	.91
Counselor	3	2.7	.58	3	2.3	.58
ERIC Staff	23	2.7	.82	23	2.4	1.03
Policy Maker/Planner	13	3.1	.76	13	2.5	.88
Researcher	25	2.6	.96	25	2.7	.95
University Professor	20	2.8	.83	20	2.6	.81
Prefer 1	19	2.5	1.17	19	2.6	1.07
Prefer 3	54	2.7	.80	54	2.4	.88
Likely 1	39	2.6	.94	39	2.5	.94
Likely 2	14	2.6	.76	14	2.3	.91
Likely 3	6	2.8	1.17	6	2.5	1.22
Likely 4	13	2.7	1.03	13	2.5	.78

Item

19. Movement away from traditional credentialing toward skill development.

Frequency of Nomination as Top Priority for Action: 12

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	75	3.1	.83	75	2.1	.77
Adult Education	4	3.5	.58	4	2.2	1.26
Career Education	9	3.3	.50	9	2.4	.88
Counseling and Personnel Services	16	3.4	.63	16	2.4	.73
Educational Management	10	3.7	.48	10	2.6	.97
Elementary and Early Childhood Education	5	2.8	1.30	5	1.6	.55
Handicapped and Gifted Children	3	2.3	.58	3	2.0	1.00
Higher Education	13	3.0	.75	13	2.4	.65
Information Resources	10	3.1	.74	10	2.7	.67
Junior Colleges and Community Colleges	6	3.3	.82	6	1.8	.41
Languages and Linguistics	3	1.7	.58	3	1.7	.58
Reading and Communication Skills	3	2.0	1.00	3	2.0	1.00
Rural Education and Small Schools	5	3.6	.55	5	2.0	.71
Science, Mathematics, and Environmental Education	4	2.5	.58	4	2.0	0.00
Social Studies/Social Science Education	2	3.0	1.41	2	1.5	.71
Teacher Education	6	2.7	1.03	6	2.2	.75
Tests, Measurement, and Evaluation	6	2.2	.98	6	1.8	.98
Urban Education	5	3.2	.84	5	1.4	.55
Vocational/Occupational Education	6	3.5	.55	6	2.7	.82
Administrator	32	3.2	.78	32	2.2	.83
Counselor	3	2.7	.58	3	2.3	.58
ERIC Staff	23	3.0	.95	23	1.9	.63
Policy Maker/Planner	13	3.5	.78	13	2.2	.90
Researcher	25	3.1	.81	25	2.2	.76
University Professor	20	3.2	.70	20	2.0	.83
Prefer 1	18	2.8	1.06	18	2.1	.83
Prefer 3	53	3.2	.74	53	2.1	.78
Likely 1	39	3.0	.86	39	2.1	.82
Likely 2	14	3.4	.63	14	1.9	.73
Likely 3	6	2.7	1.21	6	2.5	1.05
Likely 4	11	3.0	.77	11	2.2	.60

Item

20. Increasing amounts and availability of information through an emphasis on processing, dissemination, and accessibility.

Frequency of Nomination as Top Priority for Action: 23

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.5	.62	76	2.8	.77
Adult Education	4	3.8	.50	4	3.2	.50
Career Education	9	3.4	.53	9	2.9	.78
Counseling and Personnel Services	16	3.4	.51	16	2.8	.83
Educational Management	10	3.4	.70	10	2.9	.57
Elementary and Early Childhood Education	5	3.4	.55	5	2.6	1.14
Handicapped and Gifted Children	3	3.7	.58	3	2.7	.58
Higher Education	13	3.5	.52	13	3.1	.86
Information Resources	10	3.8	.42	10	3.1	.57
Junior Colleges and Community Colleges	6	3.8	.41	6	2.5	.84
Languages and Linguistics	3	2.0	1.00	3	2.7	.58
Reading and Communication Skills	3	3.0	1.00	3	3.0	0.00
Rural Education and Small Schools	5	3.8	.45	5	3.4	.89
Science, Mathematics, and Environmental Education	4	3.8	.50	4	3.0	0.00
Social Studies/Social Science Education	3	4.0	0.00	3	3.3	1.15
Teacher Education	6	3.0	.63	6	2.7	.52
Tests, Measurement, and Evaluation	6	3.2	.75	6	2.8	.41
Urban Education	5	3.4	.55	5	2.0	.71
Vocational/Occupational Education	6	3.5	.55	6	3.0	.63
Administrator	32	3.5	.57	32	2.9	.75
Counselor	3	3.7	.58	3	3.3	.58
ERIC Staff	24	3.5	.59	24	2.8	.90
Policy Maker/Planner	13	3.6	.51	13	3.2	.80
Researcher	25	3.4	.77	25	3.0	.61
University Professor	20	3.6	.49	20	2.8	.75
Prefer 1	19	3.4	.61	19	3.1	.71
Prefer 3	53	3.5	.64	53	2.7	.79
Likely 1	40	3.5	.55	40	3.0	.58
Likely 2	14	3.6	.50	14	2.6	.94
Likely 3	6	2.8	1.17	6	3.2	.75
Likely 4	11	3.5	.52	11	2.5	.82

Item

21. Better use of technology by capitalizing on its potential and minimizing its less desirable effects.

Frequency of Nomination as Top Priority for Action: 16

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.4	.79	78	2.5	.80
Adult Education	4	3.8	.50	4	2.2	.50
Career Education	9	3.4	.73	9	2.4	.88
Counseling and Personnel Services	16	3.6	.50	16	2.7	.60
Educational Management	11	3.3	.65	11	2.3	.65
Elementary and Early Childhood Education	5	3.0	1.22	5	2.6	1.14
Handicapped and Gifted Children	3	3.7	.58	3	2.7	.58
Higher Education	14	3.6	.50	14	2.6	.76
Information Resources	10	3.4	.70	10	2.9	.74
Junior Colleges and Community Colleges	6	3.3	.52	6	2.3	.82
Languages and Linguistics	4	3.0	1.15	4	2.0	.82
Reading and Communication Skills	3	3.0	1.00	3	2.0	0.00
Rural Education and Small Schools	5	3.2	.45	5	2.8	.45
Science, Mathematics, and Environmental Education	4	3.2	1.50	4	2.5	1.00
Social Studies/Social Science Education	3	3.7	.57	3	3.3	1.15
Teacher Education	6	3.0	.63	6	1.8	.41
Tests, Measurement, and Evaluation	6	3.2	.98	6	2.3	1.03
Urban Education	5	2.8	1.10	5	2.2	.84
Vocational/Occupational Education	6	3.0	.89	5	2.2	1.17
Administrator	33	3.3	.78	33	2.6	.75
Counselor	3	3.7	.58	3	3.0	0.00
ERIC Staff	25	3.4	.81	25	2.6	.91
Policy Maker/Planner	13	3.5	.66	13	2.5	.88
Researcher	25	3.4	.76	25	2.5	.82
University Professor	20	3.4	.89	20	2.4	.69
Prefer 1	20	3.2	.79	20	2.6	.88
Prefer 3	54	3.4	.79	54	2.5	.75
Likely 1	40	3.4	.77	40	2.6	.88
Likely 2	14	3.1	.95	14	2.5	.52
Likely 3	6	3.3	.82	6	2.5	1.05
Likely 4	13	3.5	.66	13	2.6	.65

Item

22. Increasing involvement of Congress in mandating models and techniques for the evaluation of funded programs.

Frequency of Nomination as Top Priority for Action: 0

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	2.2	1.08	75	2.6	.96
Adult Education	4	2.2	.50	4	3.0	0.00
Career Education	9	2.1	.60	9	2.7	.87
Counseling and Personnel Services	16	2.7	1.00	16	2.5	1.21
Educational Management	10	2.3	1.10	10	2.7	.95
Elementary and Early Childhood Education	5	1.8	1.30	5	2.8	.84
Handicapped and Gifted Children	3	2.0	1.00	3	1.7	.58
Higher Education	13	2.5	1.13	22	2.9	1.04
Information Resources	10	2.4	1.17	10	3.0	.82
Junior Colleges and Community Colleges	6	2.2	.75	6	2.7	1.21
Languages and Linguistics	4	1.2	.50	4	2.2	.50
Reading and Communication Skills	3	2.7	1.53	3	2.7	.58
Rural Education and Small Schools	5	3.0	1.41	5	3.0	1.22
Science, Mathematics, and Environmental Education	4	2.2	1.50	3	2.3	.58
Social Studies/Social Science Education	3	2.0	1.00	3	1.0	0.00
Teacher Education	5	1.8	.84	5	3.0	0.00
Tests, Measurement, and Evaluation	6	1.8	1.17	6	2.8	.98
Urban Education	5	2.2	1.30	5	2.0	1.41
Vocational/Occupational Education	6	2.5	.84	6	2.7	.82
Administrator	32	2.3	1.09	31	2.6	1.02
Counselor	3	3.0	1.00	3	3.3	1.15
ERIC Staff	24	2.0	1.12	24	2.7	1.04
Policy Maker/Planner	12	2.5	1.00	12	2.7	.89
Researcher	25	2.4	1.16	24	2.8	.87
University Professor	20	2.4	1.27	19	2.6	1.02
Prefer 1	20	2.2	1.23	20	2.6	1.09
Prefer 3	52	2.3	1.04	52	2.6	.91
Likely 1	39	2.4	1.09	38	2.6	.92
Likely 2	14	1.7	.99	14	2.6	1.08
Likely 3	6	2.7	1.03	6	3.2	.75
Likely 4	12	2.2	1.06	12	2.7	.98

Item

23. Identification and dissemination of effective educational programs and practices.

Frequency of Nomination as Top Priority for Action: 24

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.6	.62	78	2.8	.72
Adult Education	4	3.5	1.00	4	3.0	.82
Career Education	9	3.6	.73	9	3.1	.78
Counseling and Personnel Services	16	3.6	.50	16	2.9	.68
Educational Management	11	3.5	.52	11	2.5	.69
Elementary and Early Childhood Education	5	3.4	.55	5	2.8	.84
Handicapped and Gifted Children	3	4.0	0.00	3	2.7	.58
Higher Education	14	3.4	.76	14	2.6	.74
Information Resources	10	3.7	.67	10	3.1	.74
Junior Colleges and Community Colleges	6	3.7	.52	6	2.5	.55
Languages and Linguistics	4	3.2	.96	4	2.2	.50
Reading and Communication Skills	3	3.3	1.15	3	2.7	.58
Rural Education and Small Schools	5	3.8	.45	5	2.8	.84
Science, Mathematics, and Environmental Education	4	3.5	.58	4	2.5	1.00
Social Studies/Social Science Education	3	4.0	0.00	3	3.3	1.15
Teacher Education	6	3.3	1.03	6	3.0	.63
Tests, Measurement, and Evaluation	6	3.2	.98	6	2.8	.75
Urban Education	5	3.6	.55	5	2.6	.55
Vocational/Occupational Education	6	3.7	.82	6	3.2	.75
Administrator	33	3.6	.60	33	2.9	.72
Counselor	3	3.7	.58	3	3.3	.58
ERIC Staff	25	3.5	.65	25	2.8	.66
Policy Maker/Planner	13	3.6	.51	13	2.8	.80
Researcher	25	3.5	.65	25	2.8	.72
University Professor	20	3.6	.50	20	2.8	.79
Prefer 1	20	3.6	.68	20	2.8	.81
Prefer 3	54	3.5	.61	54	2.7	.71
Likely 1	40	3.5	.64	40	2.8	.74
Likely 2	14	3.6	.65	14	2.6	.76
Likely 3	6	3.5	.55	6	3.0	.89
Likely 4	13	3.5	.66	13	2.6	.65

Item

24. Increasing centralization in administration and planning for education.

Frequency of Nomination as Top Priority for Action: 3

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	2.2	.99	76	2.7	.85
Adult Education	4	2.0	0.00	4	2.8	.50
Career Education	9	2.3	.50	9	2.7	.71
Counseling and Personnel Services	16	2.8	.77	16	2.6	.73
Educational Management	11	2.1	1.4	11	2.7	1.01
Elementary and Early Childhood Education	5	2.4	.89	5	2.6	.55
Handicapped and Gifted Children	3	3.0	0.00	3	2.3	.58
Higher Education	14	2.4	1.02	14	2.8	.80
Information Resources	10	1.7	.82	10	2.8	.92
Junior Colleges and Community Colleges	6	2.2	.98	6	3.3	.82
Languages and Linguistics	3	1.3	.58	3	3.0	1.00
Reading and Communication Skills	3	2.0	1.00	3	2.7	.58
Rural Education and Small Schools	5	1.8	1.30	5	2.4	1.14
Science, Mathematics, and Environmental Education	3	1.7	1.15	3	2.7	.58
Social Studies/Social Science Education	3	2.3	1.53	3	3.0	1.00
Teacher Education	6	1.7	.82	6	2.5	.55
Tests, Measurement, and Evaluation	6	1.8	.98	6	2.7	1.03
Urban Education	5	2.8	1.30	5	2.0	.71
Vocational/Occupational Education	6	2.3	.52	6	2.7	.82
Administrator	31	2.3	.98	31	2.6	.71
Counselor	3	3.3	.58	3	3.3	.58
ERIC Staff	25	2.2	1.03	25	2.5	.87
Policy Maker/Planner	13	2.0	1.00	13	2.5	.78
Researcher	24	1.9	.90	24	3.0	.86
University Professor	19	2.0	.94	19	3.0	.78
Prefer 1	19	2.4	1.07	19	2.7	.95
Prefer 3	54	2.1	.98	54	2.7	.83
Likely 1	39	2.1	.94	39	2.7	.87
Likely 2	14	2.0	.96	14	2.9	.83
Likely 3	6	2.5	1.22	6	2.7	1.03
Likely 4	12	2.6	1.08	12	2.6	.90

Item

25. Developing harmonious relationships between diverse groups vying for power to make educational decisions, e.g., teacher unions, parent groups, professional associations, boards of education, state and federal legislatures.

Frequency of Nomination as Top Priority for Action: 19

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.6	.64	78	1.8	.72
Adult Education	4	3.5	.58	4	2.0	.82
Career Education	9	3.2	.44	9	1.8	.44
Counseling and Personnel Services	16	3.6	.51	16	1.8	.58
Educational Management	11	3.2	.60	11	1.9	.54
Elementary and Early Childhood Education	5	3.0	1.22	5	1.6	.55
Handicapped and Gifted Children	3	4.0	0.00	3	2.0	1.00
Higher Education	14	3.4	.74	14	1.8	.58
Information Resources	10	3.4	.70	10	1.8	.79
Junior Colleges and Community Colleges	6	3.7	.52	6	2.0	.63
Languages and Linguistics	4	3.2	.50	4	1.5	.58
Reading and Communication Skills	3	3.7	.58	3	1.7	.58
Rural Education and Small Schools	5	3.0	1.00	5	1.4	.55
Science, Mathematics, and Environmental Education	4	4.0	0.00	4	2.2	.96
Social Studies/Social Science Education	3	4.0	0.00	3	1.7	1.15
Teacher Education	6	3.7	.52	6	1.8	.75
Tests, Measurement, and Evaluation	6	3.2	.75	6	1.8	1.33
Urban Education	5	4.0	0.00	5	2.0	.71
Vocational/Occupational Education	6	3.3	.52	6	1.8	.41
Administrator	33	3.6	.61	33	1.9	.84
Counselor	3	3.0	0.00	3	2.3	.58
ERIC Staff	25	3.5	.77	25	1.8	.78
Policy Maker/Planner	13	3.6	.65	13	1.6	.65
Researcher	25	3.5	.59	25	2.0	.76
University Professor	20	3.5	.69	20	1.9	.79
Prefer 1	20	3.5	.83	20	1.8	.79
Prefer 3	54	3.5	.57	54	1.9	.70
Likely 1	40	3.5	.64	40	1.9	.74
Likely 2	14	3.7	.47	14	1.8	.80
Likely 3	6	2.8	.98	6	1.8	.75
Likely 4	13	3.8	.44	13	1.8	.69

Item

26. Effects of a dual education system as a result of training activities initiated by the Department of Labor.

Frequency of Nomination as Top Priority for Action: 3

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	62	2.5	1.04	61	2.0	.79
Adult Education	3	3.0	1.00	3	2.3	1.15
Career Education	9	2.9	.93	9	2.1	.93
Counseling and Personnel Services	14	2.8	.80	14	2.1	1.00
Educational Management	8	2.4	.74	8	2.1	.64
Elementary and Early Childhood Education	2	2.0	0.00	2	2.0	0.00
Handicapped and Gifted Children	3	2.0	1.00	3	1.7	.58
Higher Education	10	2.5	1.18	9	2.1	1.05
Information Resources	9	2.8	1.20	9	2.2	.44
Junior Colleges and Community Colleges	6	1.7	.82	6	2.2	1.17
Languages and Linguistics	2	1.5	.71	2	1.5	.71
Reading and Communication Skills	2	2.0	1.41	2	1.0	0.00
Rural Education and Small Schools	5	1.6	.89	4	1.8	.50
Science, Mathematics, and Environmental Education	3	1.7	1.15	3	2.3	.58
Social Studies/Social Science Education	0	0.0	0.00	0	0.0	0.00
Teacher Education	5	2.2	1.30	5	2.0	1.00
Tests, Measurement, and Evaluation	6	1.8	.41	6	2.0	.89
Urban Education	4	3.0	1.41	4	1.5	.58
Vocational/Occupational Education	6	3.0	1.26	6	1.8	.98
Administrator	28	2.6	.99	27	2.1	.70
Counselor	3	3.0	0.00	3	3.0	0.00
ERIC Staff	18	1.9	.87	18	2.0	.84
Policy Maker/Planner	11	2.5	1.04	10	1.9	.74
Researcher	20	2.6	1.19	20	2.0	.83
University Professor	19	2.6	1.01	18	1.9	.73
Prefer 1	16	2.1	.77	16	1.9	.93
Prefer 3	45	2.6	1.10	44	2.0	.75
Likely 1	33	2.2	.99	32	1.9	.79
Likely 2	13	2.7	1.03	13	1.9	.64
Likely 3	4	3.2	.96	4	2.8	.50
Likely 4	10	2.6	1.17	10	2.4	.84

Item

27. Growth of the self-help or self-directed learning movement and resultant decreased dependence upon traditional educational institutions.

Frequency of Nomination as Top Priority for Action: 5

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	2.9	.92	76	2.0	.79
Adult Education	4	3.2	.96	4	2.2	.50
Career Education	9	3.0	.87	9	2.3	.50
Counseling and Personnel Services	16	2.9	.88	16	1.9	.72
Educational Management	11	2.8	.87	11	2.5	.69
Elementary and Early Childhood Education	4	2.8	1.50	4	1.2	.50
Handicapped and Gifted Children	3	2.3	1.15	3	1.7	.58
Higher Education	13	3.1	.86	13	2.2	.83
Information Resources	10	3.2	.79	10	2.3	.67
Junior Colleges and Community Colleges	6	2.8	.98	6	2.2	.75
Languages and Linguistics	4	2.0	1.15	4	2.5	1.00
Reading and Communication Skills	3	2.3	1.15	3	1.3	.58
Rural Education and Small Schools	5	2.6	.55	5	1.8	.84
Science, Mathematics, and Environmental Education	4	3.2	.50	4	2.8	.96
Social Studies/Social Science Education	3	3.7	.58	3	3.0	1.00
Teacher Education	6	2.5	1.05	6	1.7	.82
Tests, Measurement, and Evaluation	6	2.2	1.33	6	1.8	1.17
Urban Education	5	3.0	1.00	5	1.4	.55
Vocational/Occupational Education	6	3.0	.89	6	2.3	.52
Administrator	33	2.7	.91	33	2.2	.88
Counselor	3	2.3	.58	3	2.3	.58
ERIC Staff	23	2.8	.98	23	1.8	.89
Policy Maker/Planner	13	2.8	.69	13	2.2	.73
Researcher	24	3.1	.88	24	2.3	.82
University Professor	20	3.1	.79	20	2.2	.79
Prefer 1	20	2.4	1.19	20	2.0	1.05
Prefer 3	53	3.0	.76	53	2.0	.65
Likely 1	39	2.9	.86	39	2.2	.87
Likely 2	14	3.1	1.00	14	1.6	.63
Likely 3	6	2.0	.63	6	2.2	.75
Likely 4	13	2.6	.96	13	2.1	.64

Item

28. Greater correlation of education and work, involving such issues as school-to-work transition, work-to-school flexibility, experiential education, and experience-based career education.

Frequency of Nomination as Top Priority for Action: 20

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.5	.72	76	2.7	.79
Adult Education	4	3.0	.82	4	2.8	.50
Career Education	9	3.7	.71	9	3.0	.71
Counseling and Personnel Services	16	3.7	.60	16	2.9	.81
Educational Management	11	3.8	.40	11	3.3	.65
Elementary and Early Childhood Education	4	3.5	.58	4	2.0	.82
Handicapped and Gifted Children	3	4.0	0.00	3	2.7	.58
Higher Education	14	3.5	.76	14	2.9	.95
Information Resources	10	3.5	.71	10	2.9	.57
Junior Colleges and Community Colleges	6	3.2	.98	6	2.7	.82
Languages and Linguistics	3	2.3	1.53	3	2.0	1.00
Reading and Communication Skills	3	2.7	1.53	3	2.0	1.00
Rural Education and Small Schools	5	4.0	0.00	5	2.8	.84
Science, Mathematics, and Environmental Education	4	3.5	.58	4	3.0	.82
Social Studies/Social Science Education	3	3.3	1.15	3	2.7	1.15
Teacher Education	6	3.0	1.26	6	2.2	.75
Tests, Measurement, and Evaluation	6	3.2	1.17	6	2.3	1.03
Urban Education	5	3.4	.89	5	1.8	.84
Vocational/Occupational Education	6	3.7	.82	6	3.0	.63
Administrator	32	3.6	.71	32	2.7	.89
Counselor	3	3.7	.58	3	3.3	.58
ERIC Staff	24	3.7	.55	24	2.7	.87
Policy Maker/Planner	13	3.6	.51	13	2.7	.75
Researcher	25	3.2	.90	25	2.7	.79
University Professor	20	3.5	.61	20	2.7	.80
Prefer 1	19	3.3	.95	19	2.7	1.05
Prefer 3	54	3.6	.63	54	2.6	.68
Likely 1	40	3.4	.75	40	2.7	.75
Likely 2	14	3.8	.58	14	2.5	.94
Likely 3	6	3.0	.63	6	3.0	.63
Likely 4	12	3.6	.79	12	2.7	.78

Item

29. Emphasis on rights of young people vs. responsibilities of parents and society.

Frequency of Nomination as Top Priority for Action: 5

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	2.6	.98	76	2.4	.78
Adult Education	3	3.0	1.00	3	3.0	1.00
Career Education	9	2.7	1.00	9	2.7	.71
Counseling and Personnel Services	16	3.0	.68	16	2.5	.82
Educational Management	11	2.6	1.2	11	2.3	.47
Elementary and Early Childhood Education	4	3.2	.96	4	2.8	.96
Handicapped and Gifted Children	3	3.0	0.00	3	2.3	.58
Higher Education	14	2.3	.99	14	2.5	.85
Information Resources	10	2.8	1.14	10	2.4	.52
Junior Colleges and Community Colleges	6	2.0	.89	6	1.8	.75
Languages and Linguistics	4	2.0	.82	4	2.2	.50
Reading and Communication Skills	3	2.7	.58	3	2.3	.58
Rural Education and Small Schools	5	1.4	.55	5	2.2	1.10
Science, Mathematics, and Environmental Education	4	3.2	.50	4	2.8	.96
Social Studies/Social Science Education	3	2.7	.58	3	2.3	.58
Teacher Education	6	2.2	.75	6	2.7	.52
Tests, Measurement, and Evaluation	6	2.7	1.03	6	2.2	.98
Urban Education	5	2.8	1.10	5	1.6	.55
Vocational/Occupational Education	6	2.3	1.37	6	2.8	.75
Administrator	33	2.7	.84	33	2.4	.65
Counselor	3	3.0	1.00	3	2.7	.58
ERIC Staff	23	2.5	1.08	23	2.4	.89
Policy Maker/Planner	13	2.8	.93	13	2.6	.77
Researcher	25	2.5	1.01	25	2.3	.75
University Professor	20	2.8	.97	20	2.4	.83
Prefer 1	20	2.4	1.09	20	2.3	.92
Prefer 3	54	2.7	.94	54	2.4	.74
Likely 1	40	2.5	.99	40	2.4	.83
Likely 2	14	2.9	.95	14	2.2	.70
Likely 3	6	2.2	1.17	6	2.5	.84
Likely 4	13	2.9	.86	13	2.6	.77

Item

30. Development of an appropriate balance between individual needs for confidentiality and privacy and the need for ready access to computerized banks of records and information.

Frequency of Nomination as Top Priority for Action: 7

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.3	.80	77	2.4	.77
Adult Education	4	3.2	.96	4	2.5	.58
Career Education	9	3.4	.88	9	2.7	.87
Counseling and Personnel Services	15	3.4	.83	15	2.5	.74
Educational Management	11	3.4	.67	11	2.5	.82
Elementary and Early Childhood Education	5	3.2	.84	5	2.4	.89
Handicapped and Gifted Children	3	3.0	1.00	3	3.0	0.00
Higher Education	13	3.2	.80	13	2.4	.87
Information Resources	10	3.7	.67	10	3.0	.94
Junior Colleges and Community Colleges	6	3.5	.84	6	2.8	.75
Languages and Linguistics	4	3.5	.58	4	2.5	.58
Reading and Communication Skills	3	2.7	.58	3	2.7	.58
Rural Education and Small Schools	5	3.6	.55	5	2.6	1.14
Science, Mathematics, and Environmental Education	4	3.0	1.15	4	2.5	.58
Social Studies/Social Science Education	3	3.7	.58	3	2.7	1.15
Teacher Education	6	2.3	1.03	6	2.2	.75
Tests, Measurement, and Evaluation	6	3.0	.90	6	2.7	.52
Urban Education	5	3.8	.45	5	1.6	.55
Vocational/Occupational Education	6	3.2	.98	6	2.7	.82
Administrator	32	3.3	.77	32	2.3	.79
Counselor	3	3.3	1.15	3	3.0	1.00
ERIC Staff	25	3.3	.84	25	2.4	.82
Policy Maker/Planner	13	3.5	.66	13	2.2	.60
Researcher	25	3.6	.71	25	2.6	.82
University Professor	19	3.5	.77	19	2.5	.84
Prefer 1	20	3.2	.89	20	2.6	.59
Prefer 3	53	3.4	.77	53	2.4	.82
Likely 1	40	3.3	.82	40	2.6	.77
Likely 2	14	3.4	.94	14	2.2	.80
Likely 3	6	2.8	.75	6	2.2	.41
Likely 4	13	3.5	.66	13	2.3	.75

Item

31. Educational needs of students and communities resulting from urban to rural migration.

Frequency of Nomination as Top Priority for Action: 2

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	73	3.1	.94	73	2.3	.79
Adult Education	3	3.3	.58	3	2.3	.58
Career Education	9	3.0	.50	9	2.1	.60
Counseling and Personnel Services	16	3.2	.66	16	2.4	.72
Educational Management	10	2.8	.92	10	2.5	.85
Elementary and Early Childhood Education	4	3.5	.58	4	3.0	1.15
Handicapped and Gifted Children	3	3.3	1.15	3	2.7	.58
Higher Education	12	3.4	.51	12	2.6	.90
Information Resources	10	2.9	.99	10	2.5	.71
Junior Colleges and Community Colleges	5	2.0	1.00	5	2.0	.71
Languages and Linguistics	3	1.7	1.15	3	1.3	.58
Reading and Communication Skills	3	3.0	1.73	3	1.7	.58
Rural Education and Small Schools	5	3.8	.45	5	3.2	.84
Science, Mathematics, and Environmental Education	4	3.2	.96	4	2.2	.96
Social Studies/Social Science Education	3	2.7	1.15	3	2.3	1.53
Teacher Education	6	2.8	1.17	6	2.0	.63
Tests, Measurement, and Evaluation	6	2.8	1.47	6	1.8	.75
Urban Education	5	3.4	.89	5	2.0	.71
Vocational/Occupational Education	6	3.3	.52	6	2.3	.52
Administrator	32	3.3	.75	32	2.3	.78
Counselor	3	3.0	0.00	3	2.3	.58
ERIC Staff	22	3.2	.96	22	2.5	.86
Policy Maker/Planner	13	3.5	.78	13	2.4	.87
Researcher	24	2.9	1.08	24	2.2	.72
University Professor	20	3.1	.97	20	2.2	.91
Prefer 1	18	3.1	1.06	18	2.5	.92
Prefer 3	53	3.0	.91	53	2.2	.74
Likely 1	39	3.1	1.01	39	2.3	.83
Likely 2	14	3.1	.62	14	2.3	.73
Likely 3	6	2.8	1.17	6	2.5	1.05
Likely 4	11	2.9	1.04	11	2.3	.47

Item

32. An increasing futures perspective in all aspects of the educational process.

Frequency of Nomination as Top Priority for Action: 15

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.4	.92	76	2.1	.73
Adult Education	4	3.0	.82	4	1.8	.50
Career Education	9	3.4	.88	9	2.2	.67
Counseling and Personnel Services	16	3.8	.45	16	2.4	.72
Educational Management	10	2.9	.88	10	2.5	.85
Elementary and Early Childhood Education	5	3.0	1.22	5	2.0	.71
Handicapped and Gifted Children	3	4.0	0.00	3	2.7	.58
Higher Education	13	3.6	.65	13	2.5	.88
Information Resources	10	3.4	.70	10	2.2	.79
Junior Colleges and Community Colleges	6	3.0	.63	6	2.0	.89
Languages and Linguistics	3	1.0	0.00	3	1.3	.58
Reading and Communication Skills	3	3.0	1.73	3	1.7	.58
Rural Education and Small Schools	5	4.0	0.00	5	2.6	1.14
Science, Mathematics, and Environmental Education	4	3.8	.50	4	2.0	.82
Social Studies/Social Science Education	3	3.3	1.15	3	2.0	0.00
Teacher Education	6	3.0	1.26	6	1.8	.41
Tests, Measurement, and Evaluation	6	2.8	1.47	6	1.5	.55
Urban Education	5	4.0	0.00	5	1.8	.45
Vocational/Occupational Education	6	3.2	.98	6	2.2	.75
Administrator	32	3.6	.80	32	2.1	.64
Counselor	3	3.7	.58	3	3.0	1.00
ERIC Staff	24	3.2	1.06	24	2.1	.83
Policy Maker/Planner	13	3.7	.48	13	2.2	.60
Researcher	25	3.4	.96	25	2.2	.80
University Professor	20	3.6	.59	20	2.1	.72
Prefer 1	19	2.9	1.22	19	2.1	.78
Prefer 3	53	3.5	.78	53	2.1	.72
Likely 1	40	3.4	.87	40	2.2	.73
Likely 2	14	3.8	.43	14	2.0	.68
Likely 3	6	2.5	1.38	6	2.0	.89
Likely 4	11	3.5	.93	11	2.0	.63

Item

33. Increased options and choices for the individual as to how education may be acquired and financed--voucher system, independent study, computerized video home learning, etc.

Frequency of Nomination as Top Priority for Action: 12

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.3	.87	78	2.3	.81
Adult Education	4	3.8	.50	4	2.8	.50
Career Education	9	3.6	.53	9	2.6	.73
Counseling and Personnel Services	16	3.5	.73	16	2.2	.66
Educational Management	11	3.3	.79	11	2.4	.67
Elementary and Early Childhood Education	5	3.6	.89	5	2.8	1.30
Handicapped and Gifted Children	3	4.0	0.00	3	2.3	.58
Higher Education	14	3.4	.76	14	2.5	.85
Information Resources	10	3.3	1.06	10	2.4	.52
Junior Colleges and Community Colleges	6	3.2	.75	6	2.3	.55
Languages and Linguistics	4	2.2	1.26	4	2.2	.96
Reading and Communication Skills	3	2.7	1.53	3	1.3	.58
Rural Education and Small Schools	5	3.0	0.00	5	2.0	.71
Science, Mathematics, and Environmental Education	4	3.5	.58	4	2.5	.58
Social Studies/Social Science Education	3	2.7	1.53	3	2.3	1.53
Teacher Education	6	2.7	1.21	6	1.8	.75
Tests, Measurement, and Evaluation	6	3.2	1.33	6	2.0	1.10
Urban Education	5	3.2	1.30	5	1.6	.55
Vocational/Occupational Education	6	3.7	.52	6	2.7	.52
Administrator	33	3.2	.87	33	2.2	.77
Counselor	3	3.0	1.00	3	2.3	.58
ERIC Staff	25	3.4	.87	25	2.4	1.04
Policy Maker/Planner	13	3.2	.73	13	2.3	.75
Researcher	25	3.0	.93	25	2.4	.81
University Professor	20	3.4	.60	20	2.2	.62
Prefer 1	20	3.3	1.03	20	2.4	.94
Prefer 3	54	3.2	.82	54	2.2	.74
Likely 1	40	3.2	.89	40	2.3	.82
Likely 2	14	3.3	.91	14	2.1	.73
Likely 3	6	2.8	.75	6	3.0	.63
Likely 4	13	3.4	.87	13	2.3	.63

Item

34. Increasing diversity in organizational management and payment of individuals in the educational process.

Frequency of Nomination as Top Priority for Action: 1

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	70	2.8	.91	70	2.1	.72
Adult Education	4	3.2	.96	4	2.2	.50
Career Education	8	3.1	.64	8	2.1	.64
Counseling and Personnel Services	15	3.1	.74	15	1.9	.59
Educational Management	8	3.5	.53	8	2.3	.89
Elementary and Early Childhood Education	3	2.3	.58	3	2.3	.58
Handicapped and Gifted Children	3	2.7	.58	3	1.7	.58
Higher Education	10	3.0	.67	10	1.7	.67
Information Resources	10	2.9	.88	10	2.4	.52
Junior Colleges and Community Colleges	5	2.2	.84	5	3.0	.71
Languages and Linguistics	4	1.8	.96	4	1.8	.96
Reading and Communication Skills	3	2.3	1.15	3	2.3	.58
Rural Education and Small Schools	3	2.7	1.50	3	2.0	0.00
Science, Mathematics, and Environmental Education	4	3.2	.96	4	2.0	.82
Social Studies/Social Science Education	3	2.0	1.00	3	2.0	0.00
Teacher Education	6	2.2	.75	6	1.8	.41
Tests, Measurement, and Evaluation	6	2.5	1.05	6	1.7	.52
Urban Education	5	2.8	1.30	5	2.2	.84
Vocational/Occupational Education	5	2.8	.84	5	2.0	.71
Administrator	30	3.0	.83	30	2.0	.76
Counselor	3	2.7	.58	3	2.3	.58
ERIC Staff	19	2.7	.99	19	2.2	.54
Policy Maker/Planner	10	3.1	.57	10	2.1	.32
Researcher	24	2.8	.96	24	2.0	.78
University Professor	19	3.4	.69	19	2.0	.75
Prefer 1	19	2.5	.84	19	2.1	.62
Prefer 3	48	2.9	.90	48	2.0	.76
Likely 1	37	2.8	.83	37	2.1	.57
Likely 2	12	3.0	.95	12	1.8	.72
Likely 3	5	2.8	.84	5	2.6	.89
Likely 4	12	2.6	1.08	12	2.1	.90

Item

35. Attempts to obtain funding for increasing costs associated with providing quality and diversified educational programs.

Frequency of Nomination as Top Priority for Action: 10

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	75	3.4	.62	73	2.3	.75
Adult Education	4	3.5	.58	4	2.5	.58
Career Education	9	3.7	.50	9	2.4	.88
Counseling and Personnel Services	16	3.5	.63	15	2.2	.56
Educational Management	11	3.5	.52	11	2.1	.83
Elementary and Early Childhood Education	3	3.0	0.00	3	2.7	1.15
Handicapped and Gifted Children	3	3.0	1.00	3	2.0	0.00
Higher Education	14	3.6	.50	14	2.2	.97
Information Resources	10	3.6	.52	10	2.5	.71
Junior Colleges and Community Colleges	6	3.5	.55	6	2.3	.52
Languages and Linguistics	3	3.3	.58	3	2.7	.58
Reading and Communication Skills	3	3.3	.58	3	3.0	1.00
Rural Education and Small Schools	5	3.6	.54	4	2.2	.50
Science, Mathematics, and Environmental Education	4	3.5	.58	4	2.5	.58
Social Studies/Social Science Education	3	3.0	1.00	3	1.7	.58
Teacher Education	6	3.0	0.00	6	2.7	.82
Tests, Measurement, and Evaluation	6	2.7	1.03	6	2.3	.82
Urban Education	5	3.2	.45	5	1.8	.45
Vocational/Occupational Education	6	3.7	.52	6	2.5	.84
Administrator	32	3.5	.57	31	2.3	.78
Counselor	3	3.0	0.00	3	2.7	.58
ERIC Staff	23	3.3	.78	22	2.4	.85
Policy Maker/Planner	13	3.8	.44	12	2.0	.43
Researcher	25	3.5	.51	25	2.3	.68
University Professor	20	3.5	.51	20	2.2	.62
Prefer 1	18	3.1	.83	17	2.3	.59
Prefer 3	54	3.5	.50	53	2.2	.81
Likely 1	40	3.4	.66	38	2.3	.72
Likely 2	14	3.5	.52	14	2.4	.76
Likely 3	5	3.6	.55	5	2.6	.89
Likely 4	12	3.4	.67	12	2.2	.72

Item

36. Problems associated with the decreasing role of local communities in financing and determining the emphasis of educational programs.

Frequency of Nomination as Top Priority for Action: 12

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	73	3.3	.72	73	2.4	.78
Adult Education	3	3.7	.58	3	2.0	0.00
Career Education	9	3.7	.50	9	2.4	.88
Counseling and Personnel Services	16	3.2	.66	16	2.5	.82
Educational Management	10	3.1	.57	10	2.4	.84
Elementary and Early Childhood Education	3	3.0	0.00	3	2.3	.58
Handicapped and Gifted Children	3	2.7	.58	3	2.3	.58
Higher Education	13	3.3	.85	13	2.4	.96
Information Resources	10	3.1	.74	10	2.6	.84
Junior Colleges and Community Colleges	6	3.5	.84	6	2.5	.84
Languages and Linguistics	3	2.3	1.53	3	1.7	.58
Reading and Communication Skills	3	2.7	1.53	3	2.3	1.53
Rural Education and Small Schools	5	3.4	.89	5	2.8	.84
Science, Mathematics, and Environmental Education	4	3.5	.58	4	2.5	1.00
Social Studies/Social Science Education	3	3.7	.58	3	2.7	1.15
Teacher Education	6	3.2	1.17	6	2.3	1.37
Tests, Measurement, and Evaluation	6	3.0	1.10	6	2.3	.82
Urban Education	5	3.6	.55	5	2.0	.71
Vocational/Occupational Education	6	3.8	.41	6	2.5	1.05
Administrator	32	3.3	.81	32	2.3	.83
Counselor	3	3.3	.58	3	2.7	.58
ERIC Staff	21	3.4	.59	21	2.8	.70
Policy Maker/Planner	13	3.4	.77	13	2.3	.75
Researcher	25	2.5	1.19	25	2.4	.82
University Professor	20	3.4	.60	20	2.4	.75
Prefer 1	18	3.0	.91	18	2.7	.91
Prefer 3	53	3.4	.63	53	2.4	.74
Likely 1	40	3.2	.81	40	2.5	.82
Likely 2	14	3.4	.65	14	2.4	.84
Likely 3	5	3.4	.55	5	2.6	.55
Likely 4	11	3.3	.65	11	2.4	.81

Item

37. Role of the courts in determining educational policy, programs, and practices.

Frequency of Nomination as Top Priority for Action: 10

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	75	2.6	1.09	75	2.7	.92
Adult Education	3	3.7	.58	3	3.0	0.00
Career Education	9	3.2	.83	9	3.2	.83
Counseling and Personnel Services	16	3.1	.85	16	2.6	.89
Educational Management	11	2.9	1.00	11	2.9	.83
Elementary and Early Childhood Education	3	1.7	.58	3	2.3	.58
Handicapped and Gifted Children	3	3.3	.58	3	2.7	.58
Higher Education	14	2.6	1.09	14	2.4	1.01
Information Resources	10	2.3	1.25	10	2.8	.79
Junior Colleges and Community Colleges	6	2.0	1.26	6	3.3	.82
Languages and Linguistics	4	1.8	.50	4	2.2	1.26
Reading and Communication Skills	3	2.0	1.73	3	2.0	1.00
Rural Education and Small Schools	5	2.8	.84	5	2.0	.71
Science, Mathematics, and Environmental Education	4	2.2	1.26	4	3.0	1.41
Social Studies/Social Science Education	3	2.3	1.53	3	2.0	0.00
Teacher Education	6	2.3	1.21	6	2.3	.82
Tests, Measurement, and Evaluation	6	2.3	1.37	6	1.8	.75
Urban Education	5	2.8	1.30	5	2.0	1.00
Vocational/Occupational Education	6	3.5	.84	6	3.2	.75
Administrator	33	2.7	1.10	33	2.5	1.00
Counselor	3	3.0	1.00	3	3.0	1.00
ERIC Staff	22	2.3	.98	22	2.8	.75
Policy Maker/Planner	13	2.9	.95	13	2.7	.95
Researcher	25	3.1	.83	25	2.8	1.08
University Professor	20	2.8	1.15	20	2.6	1.14
Prefer 1	19	2.5	1.17	19	2.6	.96
Prefer 3	54	2.6	1.07	54	2.7	.89
Likely 1	40	2.6	1.10	40	2.7	.96
Likely 2	14	2.6	1.28	14	2.5	.76
Likely 3	5	2.6	.89	5	3.0	.71
Likely 4	13	2.5	1.13	13	2.7	.95

Item

38. Effects of consumer groups on educational policy, programs, and practices.

Frequency of Nomination as Top Priority for Action: 5

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	73	3.0	.82	74	2.6	.82
Adult Education	3	3.3	.58	3	2.7	.58
Career Education	9	3.3	.50	9	2.7	.71
Counseling and Personnel Services	16	3.3	.80	16	3.1	.68
Educational Management	11	3.0	.89	11	2.5	.93
Elementary and Early Childhood Education	2	3.0	0.00	3	2.0	1.00
Handicapped and Gifted Children	3	3.0	1.00	3	3.0	1.00
Higher Education	14	3.1	.73	14	3.1	.77
Information Resources	10	2.8	1.14	10	2.7	.48
Junior Colleges and Community Colleges	6	2.5	1.05	6	2.7	.82
Languages and Linguistics	4	2.2	.50	4	2.2	.50
Reading and Communication Skills	3	2.7	1.15	3	2.7	1.15
Rural Education and Small Schools	5	3.6	.55	5	2.6	.55
Science, Mathematics, and Environmental Education	4	3.5	.58	4	3.5	.58
Social Studies/Social Science Education	2	1.5	.71	2	2.0	0.00
Teacher Education	6	2.8	.75	6	3.0	.89
Tests, Measurement, and Evaluation	6	3.0	.63	6	2.8	.75
Urban Education	5	3.4	.55	5	1.8	.45
Vocational/Occupational Education	6	3.5	.55	6	3.0	0.00
Administrator	32	3.1	.79	32	2.6	.79
Counselor	3	3.7	.58	3	3.0	1.00
ERIC Staff	21	3.0	.74	22	2.6	.85
Policy Maker/Planner	12	3.3	.78	12	2.8	.75
Researcher	25	3.6	.58	25	2.8	.87
University Professor	20	3.2	.88	20	2.6	.88
Prefer 1	19	2.8	.90	19	2.9	.81
Prefer 3	52	3.1	.80	53	2.5	.80
Likely 1	39	3.0	.79	39	2.7	.79
Likely 2	13	3.1	.95	14	2.4	1.02
Likely 3	5	3.2	.84	5	2.8	.45
Likely 4	13	3.1	.86	13	2.6	.87

Item

39. Development of information data banks to aid in educational planning and decision-making.

Frequency of Nomination as Top Priority for Action: 11

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.6	.56	77	2.9	.72
Adult Education	4	3.8	.50	4	3.2	.96
Career Education	9	3.6	.53	9	3.0	.50
Counseling and Personnel Services	16	3.6	.62	16	2.8	.75
Educational Management	11	3.5	.69	11	3.2	.60
Elementary and Early Childhood Education	4	3.8	.50	4	3.2	.96
Handicapped and Gifted Children	3	3.7	.58	3	2.7	.58
Higher Education	14	3.6	.65	14	2.8	.89
Information Resources	10	3.8	.42	10	3.0	.47
Junior Colleges and Community Colleges	6	3.7	.52	6	3.2	.41
Languages and Linguistics	4	2.8	.50	4	2.5	.58
Reading and Communication Skills	3	3.7	.58	3	3.0	0.00
Rural Education and Small Schools	5	3.8	.45	5	3.0	.71
Science, Mathematics, and Environmental Education	4	4.0	0.00	4	2.8	.50
Social Studies/Social Science Education	3	4.0	0.00	3	3.3	.58
Teacher Education	6	3.5	.55	6	2.8	.75
Tests, Measurement, and Evaluation	6	3.2	.41	6	2.5	.55
Urban Education	5	3.6	.55	5	2.0	.71
Vocational/Occupational Education	6	3.5	.55	6	3.0	.63
Administrator	33	3.7	.54	33	2.7	.74
Counselor	3	3.7	.58	3	3.0	1.00
ERIC Staff	24	3.7	.56	24	3.1	.68
Policy Maker/Planner	13	3.8	.38	13	2.8	.60
Researcher	25	3.6	.58	25	2.9	.57
University Professor	20	3.8	.52	20	2.7	.66
Prefer 1	20	3.6	.51	20	3.0	.76
Prefer 3	54	3.7	.58	54	2.8	.70
Likely 1	40	3.7	.52	40	3.0	.60
Likely 2	14	3.9	.36	14	2.7	.83
Likely 3	6	3.3	.82	6	3.2	.75
Likely 4	13	3.5	.52	13	2.6	.87

Item

40. Preparing parents for different roles and increased responsibilities in providing systematic learning experiences for children.

Frequency of Nomination as Top Priority for Action: 22

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.5	.66	76	2.1	.75
Adult Education	4	3.2	.96	4	1.8	.50
Career Education	9	3.6	.73	9	2.3	.71
Counseling and Personnel Services	16	3.6	.50	16	2.1	.77
Educational Management	10	3.4	.70	10	2.5	.85
Elementary and Early Childhood Education	4	3.5	.58	4	2.8	.96
Handicapped and Gifted Children	3	3.7	.58	3	2.3	.58
Higher Education	13	3.5	.66	13	2.2	.80
Information Resources	10	3.2	.79	10	2.5	.53
Junior Colleges and Community Colleges	6	3.3	1.21	6	2.0	.89
Languages and Linguistics	4	3.5	.58	4	2.2	.50
Reading and Communication Skills	3	3.7	.58	3	2.7	.58
Rural Education and Small Schools	5	3.6	.55	5	2.0	.71
Science, Mathematics, and Environmental Education	4	3.2	.50	4	2.0	.82
Social Studies/Social Science Education	3	3.3	.58	3	3.3	.58
Teacher Education	6	3.3	.82	6	2.5	.55
Tests, Measurement, and Evaluation	6	3.5	.84	6	2.0	.63
Urban Education	5	3.8	.45	5	1.4	.55
Vocational/Occupational Education	6	3.3	.82	6	2.2	.75
Administrator	33	3.5	.62	33	2.1	.72
Counselor	3	3.7	.58	3	2.7	.58
ERIC Staff	23	3.6	.58	23	2.2	.85
Policy Maker/Planner	13	3.6	.51	13	2.1	.76
Researcher	25	3.4	.71	25	2.2	.62
University Professor	20	3.4	.82	20	2.0	.65
Prefer 1	20	3.4	.83	20	2.2	.91
Prefer 3	53	3.6	.60	53	2.1	.70
Likely 1	40	3.4	.78	40	2.2	.76
Likely 2	14	3.6	.50	14	1.9	.66
Likely 3	6	3.5	.55	6	2.7	1.03
Likely 4	12	3.9	.29	12	2.1	.52

Item

41. Increased access to and usability of information systems by nonprofessional educators, e.g., parents, consumer groups, business, and industry.

Frequency of Nomination as Top Priority for Action: 8

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.4	.77	76	2.4	.92
Adult Education	4	3.5	.58	4	2.8	.96
Career Education	9	3.3	.50	9	2.6	.53
Counseling and Personnel Services	16	3.6	.63	16	2.2	.93
Educational Management	10	3.3	.82	10	2.4	1.17
Elementary and Early Childhood Education	4	3.8	.50	4	2.8	.96
Handicapped and Gifted Children	3	3.3	.58	3	2.0	0.00
Higher Education	13	3.4	.96	13	2.3	1.11
Information Resources	10	3.5	.53	10	2.6	.70
Junior Colleges and Community Colleges	6	2.8	.75	6	3.0	.89
Languages and Linguistics	4	4.0	0.00	4	2.8	.96
Reading and Communication Skills	3	3.3	1.15	3	2.7	1.53
Rural Education and Small Schools	5	3.6	.55	5	2.4	1.14
Science, Mathematics, and Environmental Education	4	3.8	.50	4	2.8	.50
Social Studies/Social Science Education	3	3.3	1.15	3	2.7	1.15
Teacher Education	6	3.2	1.17	6	2.8	.75
Tests, Measurement, and Evaluation	6	3.5	.84	6	2.3	1.03
Urban Education	5	3.6	.55	5	1.8	.84
Vocational/Occupational Education	6	3.5	.55	6	2.2	.75
Administrator	33	3.4	.87	33	2.2	.94
Counselor	3	3.3	.58	3	3.0	1.00
ERIC Staff	23	3.5	.73	23	2.5	.90
Policy Maker/Planner	13	3.3	1.03	13	2.1	.76
Researcher	25	3.5	.65	25	2.4	.91
University Professor	20	3.6	.60	20	2.4	.94
Prefer 1	20	3.6	.68	20	2.8	1.06
Prefer 3	53	3.3	.80	53	2.2	.79
Likely 1	40	3.3	.76	40	2.5	.91
Likely 2	14	3.4	.94	14	2.0	.96
Likely 3	6	3.5	.84	6	2.8	.98
Likely 4	12	3.7	.65	12	2.2	.62

Item

42. Methods of assessing individual competency and skill in all aspects of education.

Frequency of Nomination as Top Priority for Action: 18

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	75	3.5	.72	75	2.6	.84
Adult Education	3	3.7	.58	3	2.7	1.15
Career Education	9	3.4	.73	9	2.8	.83
Counseling and Personnel Services	16	3.8	.45	16	2.8	.93
Educational Management	10	3.6	.52	10	3.0	.94
Elementary and Early Childhood Education	4	2.8	1.30	4	2.8	.96
Handicapped and Gifted Children	3	3.7	.58	3	3.0	0.00
Higher Education	13	3.8	.38	13	2.7	.85
Information Resources	10	3.1	.99	10	3.1	.74
Junior Colleges and Community Colleges	6	3.8	.41	6	2.7	.82
Languages and Linguistics	4	2.8	.96	4	2.0	0.00
Reading and Communication Skills	3	3.3	1.15	3	2.3	.58
Rural Education and Small Schools	5	3.6	.55	5	2.2	1.30
Science, Mathematics, and Environmental Education	4	3.8	.50	4	2.5	.58
Social Studies/Social Science Education	3	3.0	1.73	3	3.3	1.15
Teacher Education	6	3.5	.84	6	2.2	.41
Tests, Measurement, and Evaluation	6	3.5	.84	6	2.7	.82
Urban Education	5	3.4	.89	5	2.0	1.00
Vocational/Occupational Educatio	6	3.3	.82	6	2.7	.82
Administrator	33	3.7	.60	33	2.5	.90
Counselor	3	3.3	.58	3	3.0	1.00
ERIC Staff	22	3.4	.80	22	2.7	.83
Policy Maker/Planner	13	3.8	.44	13	2.3	.95
Researcher	25	3.4	.87	25	2.7	.79
University Professor	20	3.8	.44	20	2.6	.81
Prefer 1	20	3.6	.67	20	2.9	.97
Prefer 3	53	3.5	.75	53	2.5	.78
Likely 1	40	3.6	.59	40	2.6	.83
Likely 2	14	3.4	1.09	14	2.6	1.02
Likely 3	6	3.2	.98	6	3.0	.89
Likely 4	12	3.5	.52	12	2.4	.67

Item

43. Assistance to persons of all ages in life and career planning and decision-making.

Frequency of Nomination as Top Priority for Action: 18

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.5	.77	77	2.5	.82
Adult Education	4	3.2	.96	4	3.0	.82
Career Education	9	3.6	.88	9	3.1	.60
Counseling and Personnel Services	16	3.9	.34	16	2.8	1.05
Educational Management	11	3.5	.69	11	3.0	.63
Elementary and Early Childhood Education	4	3.0	1.41	4	2.2	.96
Handicapped and Gifted Children	3	3.7	.58	3	2.7	.58
Higher Education	14	3.6	.76	14	2.7	.73
Information Resources	10	3.4	.84	10	2.7	.48
Junior Colleges and Community Colleges	6	3.3	1.03	6	2.7	1.03
Languages and Linguistics	4	2.5	1.30	4	1.8	.50
Reading and Communication Skills	3	2.7	1.53	3	1.7	.58
Rural Education and Small Schools	5	3.6	.89	5	2.2	.84
Science, Mathematics, and Environmental Education	4	3.5	.58	4	3.0	.82
Social Studies/Social Science Education	3	3.7	.58	3	2.3	1.53
Teacher Education	6	3.0	1.26	6	2.2	.75
Tests, Measurement, and Evaluation	6	3.0	1.26	6	2.2	.75
Urban Education	5	3.4	.55	5	1.8	.84
Vocational/Occupational Education	6	3.3	1.03	6	3.0	.89
Administrator	33	3.5	.75	33	2.5	.87
Counselor	3	3.7	.58	3	3.3	.58
ERIC Staff	24	3.5	.78	24	2.5	.83
Policy Maker/Planner	13	3.8	.44	13	2.6	1.12
Researcher	25	3.3	.94	25	2.5	.77
University Professor	20	3.6	.69	20	2.7	.57
Prefer 1	20	3.4	1.04	20	2.4	1.05
Prefer 3	54	3.5	.67	54	2.5	.72
Likely 1	40	3.4	.78	40	2.6	.84
Likely 2	14	3.9	.27	14	2.3	.91
Likely 3	6	2.7	1.21	6	2.5	.84
Likely 4	13	3.5	.66	13	2.4	.77

Item

44. Emphasis on nutrition, exercise, and health maintenance.

Frequency of Nomination as Top Priority for Action: 14

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.3	.77	77	2.6	.81
Adult Education	4	3.2	.96	4	2.2	.50
Career Education	9	3.1	.78	9	2.6	.73
Counseling and Personnel Services	16	3.4	.72	16	2.8	.93
Educational Management	11	3.5	.69	11	2.9	.54
Elementary and Early Childhood Education	4	3.8	.50	4	3.0	1.41
Handicapped and Gifted Children	3	3.3	.58	3	3.0	0.00
Higher Education	14	3.5	.76	14	2.8	.70
Information Resources	10	3.0	.82	10	2.8	.79
Junior Colleges and Community Colleges	6	3.2	.75	6	2.7	.82
Languages and Linguistics	4	2.8	1.26	4	2.5	1.00
Reading and Communication Skills	3	2.7	1.53	3	2.0	1.00
Rural Education and Small Schools	5	3.4	.55	5	2.8	.84
Science, Mathematics, and Environmental Education	4	3.8	.50	4	3.0	.82
Social Studies/Social Science Education	3	2.7	1.15	3	3.0	1.00
Teacher Education	6	2.7	1.03	6	2.3	.82
Tests, Measurement, and Evaluation	6	2.8	1.17	6	2.3	.82
Urban Education	5	3.4	.89	5	1.8	.84
Vocational/Occupational Education	6	2.8	.75	6	2.2	.75
Administrator	33	3.3	.82	33	2.8	.79
Counselor	3	3.7	.58	3	3.7	.58
ERIC Staff	24	3.5	.72	24	2.8	.79
Policy Maker/Planner	13	3.4	.77	13	2.9	.64
Researcher	25	3.3	.94	25	2.4	.81
University Professor	20	3.6	.60	20	2.8	.79
Prefer 1	20	3.2	.88	20	2.8	.85
Prefer 3	54	3.4	.73	54	2.6	.79
Likely 1	40	3.2	.83	40	2.7	.78
Likely 2	14	3.4	.74	14	2.4	1.02
Likely 3	6	3.5	.84	6	3.0	.63
Likely 4	13	3.5	.66	13	2.5	.78

Item

45. Programs responding to drug and alcohol abuse.

Frequency of Nomination as Top Priority for Action: 4

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.3	.86	77	2.6	.76
Adult Education	4	3.0	.82	4	2.5	.58
Career Education	9	3.2	.67	9	2.9	.60
Counseling and Personnel Services	16	3.4	.72	16	2.8	.91
Educational Management	11	3.4	.92	11	2.9	.70
Elementary and Early Childhood Education	4	3.2	.96	4	2.5	1.00
Handicapped and Gifted Children	3	3.7	.58	3	2.0	1.00
Higher Education	14	3.3	.99	14	2.5	.76
Information Resources	10	3.0	1.05	10	3.1	.32
Junior Colleges and Community Colleges	6	2.3	1.21	6	2.5	1.05
Languages and Linguistics	4	3.5	.58	4	3.0	0.00
Reading and Communication Skills	3	3.3	.58	3	2.7	.58
Rural Education and Small Schools	5	3.8	.45	5	2.4	.55
Science, Mathematics, and Environmental Education	4	3.8	.50	4	3.0	0.00
Social Studies/Social Science Education	3	2.7	1.15	3	3.3	.58
Teacher Education	6	3.2	.75	6	2.5	.55
Tests, Measurement, and Evaluation	6	3.2	.75	6	2.5	.84
Urban Education	5	3.0	1.22	5	2.0	1.22
Vocational/Occupational Education	6	3.2	.75	6	2.5	.84
Administrator	33	3.6	.56	33	2.8	.75
Counselor	3	3.3	1.15	3	3.3	1.15
ERIC Staff	24	3.3	.82	24	2.5	.78
Policy Maker/Planner	13	3.4	.77	13	2.8	.55
Researcher	25	3.0	1.06	25	2.6	.65
University Professor	20	3.4	.82	20	2.8	.62
Prefer 1	20	3.0	.97	20	2.6	.93
Prefer 3	54	3.4	.81	54	2.6	.68
Likely 1	40	3.1	.96	40	2.6	.74
Likely 2	14	3.5	.65	14	2.6	.84
Likely 3	6	3.5	.55	6	3.0	.63
Likely 4	13	3.5	.88	13	2.5	.78

Item

46. Development of alternative uses for surplus educational rooms and facilities.

Frequency of Nomination as Top Priority for Action: 2

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.4	.80	76	2.7	.83
Adult Education	4	3.2	.50	4	3.0	.82
Career Education	9	3.2	.67	9	2.6	.73
Counseling and Personnel Services	15	3.6	.63	15	3.1	.80
Educational Management	11	3.3	.90	11	3.0	.63
Elementary and Early Childhood Education	4	3.8	.50	4	2.2	1.26
Handicapped and Gifted Children	3	3.3	.58	3	2.7	1.15
Higher Education	13	3.2	.90	13	2.7	.85
Information Resources	10	3.2	.79	10	2.7	.48
Junior Colleges and Community Colleges	6	3.5	.84	6	2.3	.52
Languages and Linguistics	4	2.8	1.50	4	2.5	1.29
Reading and Communication Skills	3	3.7	.58	3	3.3	.58
Rural Education and Small Schools	5	3.0	1.00	5	2.6	.55
Science, Mathematics, and Environmental Education	4	3.8	.50	4	2.5	.58
Social Studies/Social Science Education	3	4.0	0.00	3	3.3	.58
Teacher Education	6	3.2	.98	6	3.0	.89
Tests, Measurement, and Evaluation	6	3.7	.52	6	3.2	.75
Urban Education	5	3.0	1.41	5	2.0	1.22
Vocational/Occupational Education	6	3.2	.75	6	2.3	1.03
Administrator	32	3.4	.88	32	2.9	.83
Counselor	3	3.7	.58	3	3.0	1.00
ERIC Staff	24	3.5	.78	24	2.7	.81
Policy Maker/Planner	13	3.5	.88	13	2.9	.76
Researcher	25	3.4	.76	25	2.6	.77
University Professor	19	3.3	.75	19	2.7	.58
Prefer 1	20	3.4	1.04	20	3.0	.86
Prefer 3	53	3.4	.72	53	2.5	.80
Likely 1	40	3.3	.79	40	2.7	.72
Likely 2	14	3.6	.74	14	2.4	.93
Likely 3	6	3.3	.82	6	3.0	1.26
Likely 4	13	3.4	.96	13	2.8	.83

Item

47. An enhanced international, global perspective of education with increased sharing of ideas and resources.

Frequency of Nomination as Top Priority for Action: 16

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.4	.85	77	2.3	.88
Adult Education	4	3.5	.58	4	1.8	.50
Career Education	9	3.0	.87	9	2.3	.87
Counseling and Personnel Services	16	3.4	.73	16	2.1	.81
Educational Management	11	3.6	.67	11	2.5	.82
Elementary and Early Childhood Education	4	3.5	1.00	4	2.2	1.26
Handicapped and Gifted Children	3	3.3	.58	3	2.3	.58
Higher Education	14	3.7	.47	14	2.3	.83
Information Resources	10	3.3	.82	10	2.7	.67
Junior Colleges and Community Colleges	6	2.8	.41	6	2.7	.52
Languages and Linguistics	4	2.5	1.29	4	2.2	.96
Reading and Communication Skills	3	3.3	.58	3	2.0	1.00
Rural Education and Small Schools	5	4.0	0.00	5	2.0	.71
Science, Mathematics, and Environmental Education	4	3.2	.96	4	2.2	.96
Social Studies/Social Science Education	3	4.0	0.00	3	3.0	1.00
Teacher Education	6	3.3	.82	6	2.5	.55
Tests, Measurement, and Evaluation	6	3.0	1.10	6	2.0	.89
Urban Education	5	3.2	1.30	5	1.8	1.10
Vocational/Occupational Education	6	3.0	.89	6	2.2	.41
Administrator	33	3.5	.76	33	2.4	.90
Counselor	3	3.0	1.00	3	2.7	.58
ERIC Staff	24	3.4	.93	24	2.2	.98
Policy Maker/Planner	13	3.5	.78	13	2.1	.80
Researcher	25	3.3	.78	25	2.2	.78
University Professor	20	3.4	.82	20	2.4	.93
Prefer 1	20	3.0	1.05	20	2.6	.94
Prefer 3	54	3.6	.72	54	2.1	.83
Likely 1	40	3.3	.88	40	2.3	.76
Likely 2	14	3.6	.76	14	2.0	.96
Likely 3	6	3.3	1.03	6	3.2	.98
Likely 4	13	3.5	.88	13	2.2	.80

Item

48. Development of resources for continual upgrading of the knowledge and competencies of educators at all educational levels.

Frequency of Nomination as Top Priority for Action: 17

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	77	3.6	.59	77	2.3	.88
Adult Education	4	3.8	.50	4	2.8	.96
Career Education	9	3.6	.53	9	2.9	.93
Counseling and Personnel Services	16	3.8	.45	16	2.6	.96
Educational Management	11	3.5	.52	11	2.6	.50
Elementary and Early Childhood Education	4	3.8	.50	4	2.0	1.41
Handicapped and Gifted Children	3	4.0	0.00	3	2.3	.58
Higher Education	14	3.8	.43	14	2.5	.76
Information Resources	10	3.7	.48	10	2.4	.84
Junior Colleges and Community Colleges	6	3.3	.52	6	2.2	1.33
Languages and Linguistics	4	3.0	1.15	4	2.5	1.00
Reading and Communication Skills	3	4.0	0.00	3	2.7	1.15
Rural Education and Small Schools	5	3.8	.45	5	2.0	.71
Science, Mathematics, and Environmental Education	4	3.5	1.00	4	1.8	.50
Social Studies/Social Science Education	3	3.3	.58	3	2.7	1.53
Teacher Education	6	3.7	.52	6	2.0	.75
Tests, Measurement, and Evaluation	6	3.5	.84	6	2.5	.84
Urban Education	5	3.6	.55	5	1.8	.84
Vocational/Occupational Education	6	3.3	.52	6	2.5	1.05
Administrator	33	3.7	.53	33	2.4	.79
Counselor	3	3.7	.58	3	3.3	1.15
ERIC Staff	24	3.6	.58	24	2.4	.93
Policy Maker/Planner	13	3.8	.44	13	2.4	.87
Researcher	25	3.6	.58	25	2.1	.83
University Professor	20	3.8	.55	20	2.2	.81
Prefer 1	20	3.4	.69	20	2.6	.99
Prefer 3	54	3.6	.55	54	2.2	.83
Likely 1	40	3.6	.58	40	2.4	.83
Likely 2	14	3.6	.50	14	2.0	1.18
Likely 3	6	3.2	.75	6	2.8	.75
Likely 4	13	3.5	.66	13	2.2	.69

Item

49. Development of and involvement in preretirement programs.

Frequency of Nomination as Top Priority for Action: 1

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	74	3.0	.88	74	2.2	.75
Adult Education	4	3.2	.50	4	2.0	0.00
Career Education	9	3.2	.67	9	2.2	.67
Counseling and Personnel Services	16	3.4	.89	16	2.6	.89
Educational Management	10	3.1	.74	10	2.5	.53
Elementary and Early Childhood Education	4	3.5	1.00	4	2.5	1.00
Handicapped and Gifted Children	3	3.3	.58	3	2.3	.58
Higher Education	12	3.2	.72	12	2.2	.62
Information Resources	10	2.5	.85	10	2.2	.63
Junior Colleges and Community Colleges	6	2.7	.82	6	2.5	.84
Languages and Linguistics	4	2.5	1.00	4	2.5	.58
Reading and Communication Skills	3	2.7	.58	3	2.0	0.00
Rural Education and Small Schools	5	2.8	1.30	5	2.2	.84
Science, Mathematics, and Environmental Education	3	3.3	.58	4	2.0	1.00
Social Studies/Social Science Education	3	2.3	1.53	3	2.0	0.00
Teacher Education	6	2.7	.52	6	2.0	0.00
Tests, Measurement, and Evaluation	6	3.0	.63	6	2.2	.75
Urban Education	5	2.6	1.14	5	1.4	.55
Vocational/Occupational Education	6	3.2	.75	6	2.2	.75
Administrator	32	3.1	.75	32	2.2	.67
Counselor	3	3.0	1.00	3	3.0	1.00
ERIC Staff	22	3.0	.98	22	2.2	.87
Policy Maker/Planner	13	3.4	.65	13	2.5	.66
Researcher	23	3.0	.88	23	2.1	.55
University Professor	19	3.2	.92	19	2.1	.66
Prefer 1	20	3.0	.97	20	2.5	.89
Prefer 3	52	3.0	.85	52	2.1	.68
Likely 1	38	2.8	.87	38	2.2	.68
Likely 2	14	3.4	.93	14	2.3	.73
Likely 3	6	2.8	.75	6	2.5	1.05
Likely 4	12	3.2	.75	12	2.2	.97

Item

50. Preparation of helping specialists to assist people in making critical life decisions and transitions.

Frequency of Nomination as Top Priority for Action: 10

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	76	3.1	.93	76	2.1	.75
Adult Education	4	3.2	.96	4	2.5	.58
Career Education	9	3.2	.83	9	2.6	.53
Counseling and Personnel Services	16	3.7	.60	16	2.7	.70
Educational Management	11	3.4	.67	11	2.5	.82
Elementary and Early Childhood Education	4	2.8	1.50	4	1.2	.50
Handicapped and Gifted Children	3	3.3	.58	3	2.3	.58
Higher Education	14	2.9	.86	14	2.2	.89
Information Resources	10	3.0	.82	10	2.2	.42
Junior Colleges and Community Colleges	6	2.7	1.03	6	2.2	.75
Languages and Linguistics	3	2.7	1.15	3	2.3	.58
Reading and Communication Skills	3	3.0	1.00	3	2.3	.58
Rural Education and Small Schools	5	3.0	.71	5	2.2	.45
Science, Mathematics, and Environmental Education	4	3.5	.58	4	2.0	.82
Social Studies/Social Science Education	3	2.3	1.53	3	2.0	1.00
Teacher Education	6	2.5	.84	6	2.3	.52
Tests, Measurement, and Evaluation	6	2.8	1.17	6	2.0	.89
Urban Education	5	3.0	1.41	5	1.6	.55
Vocational/Occupational Education	6	3.0	.89	6	2.2	.75
Administrator	32	3.4	.80	32	2.3	.70
Counselor	3	3.3	1.15	3	3.0	1.00
ERIC Staff	24	2.9	1.03	24	1.9	.78
Policy Maker/Planner	13	3.5	.66	13	2.5	.66
Researcher	25	2.9	.81	25	2.1	.49
University Professor	20	3.5	.83	20	2.1	.64
Prefer 1	19	2.7	1.25	19	2.2	.98
Prefer 3	54	3.2	.78	54	2.1	.69
Likely 1	40	3.0	.97	40	2.2	.72
Likely 2	14	3.4	.93	14	1.8	.89
Likely 3	6	2.5	1.05	6	2.3	.82
Likely 4	12	3.3	.65	12	2.3	.65

Item

51. Preparation of educators as change agents to promote change in our educational institutions.

Frequency of Nomination as Top Priority for Action: 12

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	74	3.5	.67	74	2.2	.86
Adult Education	4	3.5	.58	4	1.8	.50
Career Education	9	3.6	.53	9	2.3	.71
Counseling and Personnel Services	16	3.9	.34	16	2.3	.79
Educational Management	10	3.4	.52	10	2.4	.97
Elementary and Early Childhood Education	4	3.8	.50	4	2.0	1.41
Handicapped and Gifted Children	3	3.7	.58	3	2.3	.58
Higher Education	13	3.5	.66	13	2.5	.97
Information Resources	10	3.4	.70	10	2.3	.82
Junior Colleges and Community Colleges	6	3.2	.98	6	2.2	.75
Languages and Linguistics	3	3.0	0.00	3	2.3	.58
Reading and Communication Skills	3	3.7	.58	3	2.3	.58
Rural Education and Small Schools	4	3.8	.50	4	3.0	.82
Science, Mathematics, and Environmental Education	4	3.2	.96	4	2.2	.96
Social Studies/Social Science Education	3	3.3	1.15	3	3.0	1.00
Teacher Education	6	3.3	.52	6	2.5	.84
Tests, Measurement, and Evaluation	6	2.8	.98	6	1.8	.75
Urban Education	5	3.6	.55	5	1.6	.55
Vocational/Occupational Education	6	3.5	.55	6	2.2	.41
Administrator	31	3.5	.51	31	2.3	.79
Counselor	3	3.7	.58	3	3.0	1.00
ERIC Staff	22	3.5	.74	22	2.2	.96
Policy Maker/Planner	12	3.7	.49	12	2.5	.90
Researcher	25	3.3	.61	25	2.1	.88
University Professor	20	3.4	.69	20	2.2	.88
Prefer 1	19	3.3	.89	19	2.4	.96
Prefer 3	52	3.5	.58	52	2.1	.82
Likely 1	40	3.4	.75	40	2.3	.86
Likely 2	13	3.7	.63	13	1.7	.95
Likely 3	6	3.2	.41	6	2.7	.82
Likely 4	11	3.4	.50	11	2.0	.63

Item

52. Alternatives to present K-12 structured education with greater options for students in determining where, when, and how they obtain their education.

Frequency of Nomination as Top Priority for Action: 11

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	75	3.0	.92	75	2.0	.85
Adult Education	4	3.2	.96	4	2.0	1.41
Career Education	9	3.2	.67	9	2.7	.71
Counseling and Personnel Services	16	3.0	.73	16	2.1	.81
Educational Management	11	2.8	.60	11	2.0	.77
Elementary and Early Childhood Education	4	3.5	1.00	4	2.0	1.41
Handicapped and Gifted Children	3	2.7	1.53	3	1.7	.58
Higher Education	14	2.8	.70	14	2.1	.66
Information Resources	10	3.2	.79	10	2.2	.63
Junior Colleges and Community Colleges	6	1.8	.98	6	2.5	.84
Languages and Linguistics	3	1.7	.58	3	2.0	1.00
Reading and Communication Skills	3	3.0	1.73	3	1.0	0.00
Rural Education and Small Schools	4	3.2	.96	4	2.0	.82
Science, Mathematics, and Environmental Education	4	3.5	.58	4	2.2	1.26
Social Studies/Social Science Education	3	3.0	1.00	3	2.3	1.53
Teacher Education	6	2.7	1.21	6	1.8	.75
Tests, Measurement, and Evaluation	6	2.3	1.51	6	1.3	.82
Urban Education	5	2.8	.84	5	1.4	.55
Vocational/Occupational Education	6	3.3	.82	6	2.5	1.05
Administrator	32	2.8	.85	32	1.9	.73
Counselor	3	2.7	.58	3	2.3	.58
ERIC Staff	23	3.3	.92	23	2.1	.97
Policy Maker/Planner	13	3.1	.64	13	2.2	.93
Researcher	25	2.8	.99	25	2.0	.84
University Professor	20	3.2	.88	20	1.8	.88
Prefer 1	19	2.6	1.01	19	2.3	.93
Prefer 3	53	3.1	.87	53	1.9	.82
Likely 1	39	3.1	.90	39	2.1	.89
Likely 2	14	3.1	1.00	14	1.7	.73
Likely 3	6	2.7	.82	6	2.5	.84
Likely 4	12	2.8	1.06	12	2.0	.74

Item

53. Clearer determination of methods and sources for educational funding, e.g., the contribution of local, state, and/or federal government.

Frequency of Nomination as Top Priority for Action: 12

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	75	3.4	.68	75	2.5	.72
Adult Education	4	3.2	.50	4	2.2	.50
Career Education	9	3.6	.53	9	2.9	.60
Counseling and Personnel Services	16	3.4	.63	16	2.6	.62
Educational Management	10	3.1	.74	10	2.4	.70
Elementary and Early Childhood Education	4	3.2	.96	4	2.2	1.26
Handicapped and Gifted Children	3	3.3	.58	3	2.7	.58
Higher Education	13	3.6	.51	13	2.2	.60
Information Resources	10	3.4	.52	10	2.7	.67
Junior Colleges and Community Colleges	6	3.5	.55	6	2.7	.52
Languages and Linguistics	4	2.8	1.26	4	2.5	1.00
Reading and Communication Skills	3	3.7	.58	3	2.3	1.53
Rural Education and Small Schools	5	3.6	.55	5	2.4	.55
Science, Mathematics, and Environmental Education	4	3.8	.50	4	2.5	.58
Social Studies/Social Science Education	3	3.3	.58	3	2.7	1.15
Teacher Education	6	3.5	.84	6	3.0	.89
Tests, Measurement, and Evaluation	6	3.3	.82	6	2.7	.82
Urban Education	4	3.5	.58	4	2.5	.58
Vocational/Occupational Education	6	3.5	.55	6	2.7	.82
Administrator	33	3.4	.71	33	2.5	.67
Counselor	3	3.0	1.00	3	3.0	1.00
ERIC Staff	23	3.4	.72	23	2.7	.78
Policy Maker/Planner	13	3.4	.65	13	2.4	.65
Researcher	24	3.4	.58	24	2.5	.78
University Professor	20	3.4	.60	20	2.2	.64
Prefer 1	20	3.4	.81	20	2.8	.81
Prefer 3	52	3.4	.63	52	2.4	.66
Likely 1	40	3.4	.55	40	2.6	.68
Likely 2	14	3.4	.76	14	2.4	1.01
Likely 3	6	3.2	.75	6	2.8	.75
Likely 4	11	3.3	1.01	11	2.5	.52

Item

54. Providing opportunities for students to explore careers through seeing and interacting with people in different careers.

Frequency of Nomination as Top Priority for Action: 8

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	78	3.4	.69	78	2.5	.83
Adult Education	4	3.5	.58	4	3.0	.82
Career Education	9	3.6	.53	9	3.2	.67
Counseling and Personnel Services	16	3.5	.63	16	3.1	.81
Educational Management	11	3.5	.52	11	2.7	.65
Elementary and Early Childhood Education	5	3.6	.89	5	2.4	1.14
Handicapped and Gifted Children	3	4.0	0.00	3	2.7	.58
Higher Education	14	3.4	.50	14	2.8	.70
Information Resources	10	3.6	.52	10	2.7	.67
Junior Colleges and Community Colleges	6	3.5	.55	6	2.5	.84
Languages and Linguistics	4	3.2	.96	4	2.2	.50
Reading and Communication Skills	3	2.7	1.15	3	2.3	.58
Rural Education and Small Schools	5	3.8	.45	5	2.6	.89
Science, Mathematics, and Environmental Education	4	3.5	.58	4	2.8	.50
Social Studies/Social Science Education	3	3.3	1.15	3	2.7	1.15
Teacher Education	6	3.0	.89	6	2.5	.55
Tests, Measurement, and Evaluation	6	2.8	1.17	6	2.0	.89
Urban Education	5	3.2	.84	5	1.8	1.30
Vocational/Occupational Education	6	3.5	.55	6	3.0	.63
Administrator	33	3.3	.68	33	2.7	.85
Counselor	3	3.3	1.15	3	3.3	1.15
ERIC Staff	25	3.6	.71	25	2.3	.95
Policy Maker/Planner	13	3.2	.69	13	2.7	.85
Researcher	25	3.3	.61	25	2.4	.49
University Professor	20	3.5	.61	20	2.6	.81
Prefer 1	20	3.4	.81	20	2.7	.98
Prefer 3	54	3.4	.66	54	2.4	.77
Likely 1	40	3.3	.78	40	2.6	.74
Likely 2	14	3.6	.63	14	2.3	1.07
Likely 3	6	3.3	.52	6	3.0	.63
Likely 4	13	3.5	.52	13	2.3	.85

Item

55. Greater responsibility of the federal government in determining the financing of education and the share to be contributed by local and state government.

Frequency of Nomination as Top Priority for Action: 1

	Involvement			Expectations		
	N	Mean	S.D.	N	Mean	S.D.
Total	75	2.4	1.00	75	2.5	.81
Adult Education	4	2.5	.58	4	2.8	.50
Career Education	9	3.0	.71	9	2.9	.60
Counseling and Personnel Services	16	3.1	.72	16	2.6	.89
Educational Management	10	2.3	1.1	10	2.7	.67
Elementary and Early Childhood Education	4	1.8	.96	4	1.8	.50
Handicapped and Gifted Children	3	3.3	.58	3	2.0	1.00
Higher Education	13	2.8	1.09	13	2.7	.75
Information Resources	10	2.6	1.08	10	2.9	.57
Junior Colleges and Community Colleges	6	2.3	1.21	6	2.8	.41
Languages and Linguistics	4	1.2	.50	4	2.0	.82
Reading and Communication Skills	3	2.7	1.53	3	1.7	.58
Rural Education and Small Schools	5	2.2	1.30	5	3.0	.71
Science, Mathematics, and Environmental Education	3	2.7	.58	3	2.3	1.15
Social Studies/Social Science Education	3	2.0	1.00	3	1.7	.58
Teacher Education	6	2.0	.89	6	2.7	1.03
Tests, Measurement, and Evaluation	6	2.2	1.17	6	2.0	.89
Urban Education	5	2.6	1.14	5	2.2	.84
Vocational/Occupational Education	6	2.8	.98	6	2.8	.98
Administrator	32	2.4	1.04	32	2.6	.84
Counselor	3	3.0	1.00	3	3.0	1.00
ERIC Staff	23	2.0	.98	23	2.6	.78
Policy Maker/Planner	13	2.6	.96	13	3.1	.49
Researcher	24	2.3	1.01	24	2.5	.83
University Professor	19	2.7	1.05	19	2.4	.84
Prefer 1	20	2.3	1.03	20	2.5	.95
Prefer 3	53	2.5	1.01	53	2.5	.77
Likely 1	39	2.7	.90	39	2.5	.72
Likely 2	14	2.1	1.17	14	2.9	1.03
Likely 3	6	1.8	.75	6	2.3	.82
Likely 4	12	2.3	1.07	12	2.3	.78

Appendix D

Data Regarding Items Selected Most and Least Often for Educational Involvement

HIGHER ISSUES

Item		Mean Involvement	Nomination Frequency for Action	Mean Expectations
1.	Equal access to education and jobs by women.	3.8	27	2.8
14.	Expanded opportunities for life-long and continuing education for all individuals.	3.7	38	3.2
2.	Equal access to education and jobs by racial and ethnic minorities.	3.7	29	2.6
13.	More substantive response to the needs of increasingly diverse students, e.g., adult students, part-time students, those not working on a degree, foreign students, women, and racial/ethnic minorities.	3.7	23	3.0
10.	Shifting from factual acquisition to information searching and active learning.	3.6	30	2.5
23.	Identification and dissemination of effective educational programs and practices.	3.6	24	2.8
3.	Maintenance of rights and support for needs of all groups, including the dominant group as well as culturally different, handicapped, etc.	3.6	22	2.5
25.	Developing harmonious relationships between diverse groups vying for power to make educational decisions, e.g., teacher unions, parent groups, professional associations, boards of education, state and federal legislatures.	3.6	19	1.8
48.	Development of resources for continual upgrading of the knowledge and competencies of educators at all educational levels.	3.6	17	2.3
11.	Greater response to and greater use of community resources.	3.6	16	2.8
39.	Development of information data banks to aid in educational planning and decision-making.	3.6	11	2.9

Item	Mean Involvement	Nomination Frequency for Action	Mean Expectations
15. Greater response to the special needs and interests of an increasingly older postsecondary student body.	3.6	5	3.1
42. Methods of assessing individual competency and skill in all aspects of education.	3.5	18	2.6
20. Increasing amounts and availability of information through an emphasis on processing, dissemination, and accessibility.	3.5	23	2.8
40. Preparing parents for different roles and increased responsibilities in providing systematic learning experiences for children.	3.5	22	2.1
28. Greater correlation of education and work, involving such issues as school-to-work transition, work-to-school flexibility, experiential education, and experience-based career education.	3.5	20	2.7

LOWER ISSUES

Item		Mean Involvement	Nomination Frequency for Action	Mean Expectations
22.	Increasing involvement of Congress in mandating models and techniques for the evaluation of funded programs.	2.2	0	2.6
24.	Increasing centralization in administration and planning for education.	2.2	3	2.7
55.	Greater responsibility of the federal government in determining the financing of education and the share to be contributed by local and state government.	2.4	1	2.5
26.	Effects of a dual education system as a result of training activities initiated by the Department of Labor.	2.5	3	2.0
18.	Increased use of hourly-rate, part-time teachers and non-professionals in the educational process.	2.6	5	2.4
29.	Emphasis on rights of young people vs. responsibilities of parents and society.	2.6	5	2.4
37.	Role of the courts in determining educational policy, programs, and practices.	2.6	10	2.7
17.	Replacement of traditional specializations, e.g., English, social studies, science, etc., by broad and integrative studies.	2.7	2	2.0
34.	Increasing diversity in organizational management and payment of individuals in the educational process.	2.8	1	2.1
27.	Growth of the self-help or self-directed learning movement and resultant decreased dependence upon traditional educational institutions.	2.9	5	2.0
49.	Development of and involvement in preretirement programs.	3.0	1	2.2
38.	Effects of consumer groups on educational policy, programs, and practices.	3.0	5	2.6
52.	Alternatives to present K-12 structured education with greater options for students in determining where, when, and how they obtain their education.	3.0	11	2.0